

Владимирский государственный университет

Л. В. НОВИКОВА

MY SPECIALITY IS PHILOSOPHY

**Учебное пособие по обучению чтению
и развитию навыков устной речи на английском языке**



Владимир 2022

Министерство науки и высшего образования Российской Федерации
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высшего образования
«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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Электронное издание



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Цель пособия – сформировать у студентов умения логически мыслить, аргументированно и ясно строить устное и письменное высказывания на иностранном языке, корректно выражать собственную точку зрения в межличностном и повседневном общении.

Предназначено для студентов 1-го курса специальности 47.03.01 «Философия». Составлено в соответствии с требованиями программы обучения иностранным языкам для высших учебных заведений. Рассчитано на аудиторную и самостоятельную работу студентов вузов направления «Бакалавриат». Может быть полезно в качестве справочника для студентов заочной формы обучения с элементами дистанционных образовательных технологий.

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PREFACE

Учебное пособие нацелено на развитие и совершенствование у студентов практических умений и навыков чтения и говорения в сфере профессионального общения. Цель пособия – научить студентов быстро извлекать информацию при чтении, излагать содержание по-английски просто и понятно, самостоятельно делать сообщения, вести диалог на иностранном языке, обсуждать темы различного характера. Составлено в соответствии с требованиями к результатам освоения основных образовательных программ для студентов бакалавриата первого курса специальности «Философия».

Структурной единицей пособия является учебный модуль (UNIT), который включает:

- базовый текст, содержащий основную смысловую информацию урока;
- комплекс упражнений, направленных на развитие навыков разговорной речи;
- творческие задания, формирующие умение выразить свое отношение к обсуждаемой проблеме;
- грамматические упражнения как для работы в аудитории, так и самостоятельной работы.

В плане языковой организации тексты выдержаны в стиле достаточно простого, стилистически нейтрального изложения средней степени сложности.

Издание обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку и направлено на решение задач межличностного и межкультурного взаимодействия.

PART I

Unit 1. PHILOSOPHY IS A SCIENCE

I. Read and translate the text A "Mankind and Philosophy".

Philosophy from the Greek is *phileo* - I love and *sophia* - wisdom. Etymology testifies to the fact that the word "philosophy" belongs to the category of artificial terms, and even authorship, which is proposed by Pythagoras.

Semantics (the science of the meanings and meanings of words) shows that gradually completely different forms and whole directions of understanding of the world began to be called "philosophy", however, in all the diversity of these positions and systems, a universal tendency towards an objective and a holistic understanding of the world and the place of man in it.

Philosophy is a science which, to a greater or lesser, influences the attitude towards the world of each of us only in the past, but also today.

Specificity of philosophy. However, classical, mature philosophy is philosophy by advantage of the mind. Philosophy is a systematic attempt to unravel the mystery of being and non-being by intellectual means. Philosophy uses concepts, including the highest concept-categories. Rationality and consistency are the main qualities of classical philosophy. Philosophy -systemically rationalized worldview.

Systematicity determines the content of philosophy, its search for the unity and substance of the universe, and rationality determines its form, its level.

Aphoristic and irrationalistic forms of philosophy are deviations from the norm. Philosophical materialism is attracted to the third level of worldview. Philosophical idealism is attracted to the first. Philosophical idealism differs from socio-anthropomorphic worldview in form. Philosophical materialism differs in form and content.

Where did philosophy come from? There are two main concepts and three middle ones.

According to the first concept, philosophy appears from nothing. It is so qualitatively different from its former forms of spiritual culture, that in relation to it the question itself "from what?" meaningless. Philosophy, thus

arose as if from nothing. The second, opposite, concept says that philosophy was always when there was a "reasonable man".

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

From the Greek; wisdom; Etymology; to testify; to the fact that; the word "philosophy"; belongs to; the category; artificial term; authorship; which is attributed to Pythagoras; a universal tendency; however; semantics; the science of the meanings and meanings of words; completely; different forms; directions; understanding of the world; to be called "philosophy"; in all the diversity; positions and systems; towards an objective and a holistic understanding of the world; according to the first concept; to appear; qualitatively; different from its former forms; spiritual culture.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

A universal tendency; an objective and a holistic understanding; Philosophy; a science; the attitude; today; however, classical; mature philosophy; advantage of the mind; a systematic attempt; to unravel the mystery of being and non-being by intellectual; to mean; to use concepts; including the highest concept-categories; rationality and consistency; classical philosophy; systemically; rationalized worldview.

V. Insert the missing words and word combinations.

1. Philosophical materialism ... in form and content.
2. Where ... philosophy come ... ?
3. ... two main ... and three middle ones.
4. However, ..., mature philosophy is ... by advantage of the
5. "Philosophy" ... to the category of ... terms.
6. Semantics ... the ... of the meanings and ... of words.
7. Philosophical ... is ... to the of worldview.
8. ... and are the main qualities of classical

9. According to the ... concept, philosophy ... from nothing.

10. Philosophy is a ... which ... the attitude towards the ... of each of us only in ..., but also

VI. Translate into English the text B “Возникновение Философии” using the dictionary.

Философия возникает потому, что новый уровень общественной жизни, новый уровень знания, новые общественные движения породили потребность в новом виде мировоззрения, который больше соответствовал бы новому этапу в развитии общества, чем мифология.

Новые слои населения должны были подорвать престиж мифологии.

Для Аристотеля философия – игра. Философия – достояние свободного человека, который существует сам для себя, а не для другого, как раб. Философия возникает для наилучшего времяпрепровождения.

Однако влияние философии бывало и трагическим. Известно, что некий Клеомброт, прочитав сочинение Платона «Федон» и приняв его всерьез, бросился в море (См. Платон. Сочинения в 4-х томах. Т.2. С.498-499). После лекций александрийского философа Гегесия многие слушатели кончали самоубийством. Мы же скажем, что философия возникает для удовлетворения общественной потребности в новом мировоззрении.

Раньше приходилось читать, что философия возникла вместе с возникновением классового общества и отделением умственного труда от физического. Эти два великих исторических события действительно способствовали генезису философии. Но история показывает, что эти события имели место задолго до возникновения философии. Поэтому экономические, социальные и политические условия генезиса философии следует конкретизировать. В раннеклассовых обществах «века бронзы» философии еще не было, а была только профилософия. Мифологическое мировоззрение, став частью государственной религии, начало «теоретически» обслуживать крайнее социальное неравенство, характерное для обществ и государств «бронзового века». Доступ ин-

теллекту туда был закрыт самим государством. На самом деле философия возникает не с возникновением классового общества, а на определенной ступени его развития, в начале «века железа».

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Relationship between the individual and society.
2. Philosophical issues that arise from the world's population.
3. Some philosophical problems remain as troubling as ever.
4. Philosophical problems are problems of a certain sort; they are not problems of an ordinary sort about special entities.
5. Many traditional philosophical problems were only illusions brought on by misunderstandings about language and related subjects.

IX. Make up your own presentation on the topic: “What is *the* Philosophy?”.

GRAMMAR FOCUSE

THE ARTICLE

Grammar Exercises

1. Fill in the blanks with definite or indefinite articles.

Jim, ___ old friend of mine, used to work in downtown Los Angeles. He had ___ good job in one of ___ biggest law firms in ___ city. He was ___ honest, hard-working lawyer, but he hated his job. So he decided to quit, and to become ___ surfer instead. Now Jim spends his days surfing ___ waves of Malibu. It isn't ___ easy life, but it makes him happy. Soon after he quit his job, Jim met ___ beautiful surfer named Jenny. After they went out for ___ couple of months, they decided to get married.

2. Fill in the blanks with either definite or indefinite articles or no articles.

1. They usually spend their holidays in ___ mountains.
a) the b) no article c) a
2. Los Angeles has ___ ideal climate.
a) no article b) an c) the
3. This is ___ best Mexican restaurant in the country.
a) no article b) a c) the
4. I can't live on ___ 500 dollars a month.
a) the b) no article c) a
5. Someone call ___ policeman!
a) a b) the c) no article
6. Someone call ___ police!
a) no article b) the c) a
7. He is ___ real American hero.
a) no article b) the c) a
8. I don't like ___ dogs, but I like my brother's dog.
a) a b) no article c) the
9. I haven't seen him in ___ five years.

- a) no article b) the c) a
10. Kobe Bryant is ____ basketball player.
- a) the b) a c) no article

3. Insert suitable articles where necessary.

1. He studies ... Chinese history at ... college.
2. Before ... people invented ... wheel, they could not transport heavy loads easily.
3. I won't let you leave in such ... stormy weather.
4. What ... wonderful journey, I'm happy I've joined you.
5. Not ... word was said at ... dinner about ... accident that had happened in ... morning.
6. Last year when I was at ... school I never took ... interest in ... ancient art. Now any kind of ... information in this field is very interesting to me.
7. Yesterday I came from ... work very tired and went to ... bed immediately.
8. ... nature is usually wrong. (James McNeill Whistler)
9. Without ... music ... life would be ... mistake. (Nietzsche)
10. ... diplomat is ... person who can tell you to go to hell in such ... way that you actually look forward to ... trip. (Caskie Stinnett)
11. ... dog is ... only thing on ... earth that loves you more than you love yourself.
12. ... Americans like ... fat books but ... thin women. (Russel Baker)
13. ... optimist is ... person who thinks ... future is uncertain.
14. ... diplomacy is ... art of saying "nice doggie!" until you can find ... stone.
15. California is ... great place if you happen to be ... orange. (F. Allen)

4. Fill in the blanks with definite or indefinite articles where it is necessary.

Ten months ago Peter and Sarah Moore came back to (1) ____ United Kingdom from (2) ____ States, where they had run (3) ____ language school for (4) ____ immigrants for (5) ____ last seven years. When (6) ____ couple moved into their old house they got (7) ____ chance to create (8)

___ completely new interior. They decided to design (9) ___ kitchen they always wanted, with (10) ___ large window, (11) ___ double oven, as they are both (12) ___ very keen cooks, and (13) ___ traditional, country-style cupboards. (14) ___ budget wasn't huge so they couldn't afford to hire (15) ___ architect to design (16) ___ interior. They did everything themselves – Peter painted (17) ___ walls pale green using (18)

___ mixture of different paints, Sarah found (19) ___ furniture and kitchen equipment in (20) ___ department stores and (21) ___ second-hand shops. (22) ___ final result is impressive – (23) ___ airy, spacious room with a lot of natural light. (24) ___ kitchen is now (25) ___ heart of their home and (26) ___ family just love it.

5. Use the articles with the proper names. Fill in a, an, the or nothing. Choose the right answer.

1. ___ Lake Baikal is the deepest freshwater lake in the world.
a) A b) An c) The d) nothing
2. ___ Nile is the second-longest river in the world.
a) A b) An c) The d) nothing
3. ___ Fifth Avenue separates the East Side of Manhattan from the West Side.
a) A b) An c) The d) nothing
4. Bunin was the first Russian to receive ___ Nobel Prize for literature in 1933.
a) A b) An c) The d) nothing
5. When ___ UN was founded in 1945, it had 51 member states.
a) A b) An c) The d) nothing
6. ___ NATO was established in 1949.
a) A b) An c) The d) nothing
7. Amundsen and his companions reached ___ South Pole on December 14, 1911.
a) A b) An c) The d) nothing
8. Europe, Asia, Africa, and Australia are in Eastern Hemisphere.
a) A b) An c) The d) nothing

9. Beautiful beaches and mild climate make ___ Bahamas a popular tourist resort.

- a) A b) An c) The d) nothing

6. Fill in the blanks with the articles where it is necessary.

1. In ... United States of ... America ... national language is ... English. Four hundred years ago ... some English people sailed to ... North America, and they brought ... English language to ... new country. Now in ... USA people speak

... American English. Many ... worlds are ... same in ... American and in ... British English.

2. One of ... first novels in ... history of ... literature was written in ... England in ... 1719. It was ..., "Robinson Crusoe" by Daniel Defoe. ... Daniel Defoe was born in ... London in ... family of ... rich man. When he was ... schoolboy, he began to write ... stories. At ... age of ... sixty he wrote ... novel "Robinson Crusoe". ... novel made him famous.

3. All ... world knows William Shakespeare as ... one of ...greatest poets and ... playwrights. He was born in ... small town of Stratford-upon-Avon in ... England. He grew up in ... large family. Not much is known of ...

Shakespeare's family and his life. He became ... actor and soon began to write ... plays for his company.

7. Fill in the blanks with the articles where it is necessary.

1. ... Stonehenge is ... circle of ... stones on ... Salisbury Plain in ... England. ... Stonehenge is about 5.000 years old. ... stones are huge and heavy.

2. There are lots of ... pyramids in Egypt. ... most famous is ... Great Pyramid of ... King Cheops ... pyramid is about 5.000 years old.

3. ... London is ... capital of ... Britain. ... London is famous for ... its museums and parks. ... famous clock ... "Big Ben" is also in ... London.

Halloween is ... evening of ... October ... 31st. It is ... children's festival in ... Britain and ... USA. ... children dress up in ... witch or ... host costumes.

8. Choose the correct sentence.

1. a) There is a good Italian restaurant nearby.
b) There is good Italian restaurant nearby.
2. a) Smiths have bought a new flat.
b) The Smiths have bought a new flat.
3. a) I am reading a interesting book.
b) I am reading an interesting book.
4. a) The largest river in the USA is the Mississippi River.
b) The largest river in USA is Mississippi River.
5. a) Jane is a student.
b) Jane is student.
6. a) They went to Alps every summer.
b) They went to the Alps every summer.
7. a) Jack is a good worker.
b) Jack is good worker.

Unit 2. WORLD FAMOUS PHILOSOPHERS

I. Read and translate the text A “Philosophical Ideas and Your Worldview”.

René Descartes: "I think, therefore I am".

Can you state anything with absolute certainty? Is there even one thought that you do not doubt in the least? You say, “Today I woke up. I am absolutely sure of that. ” Sure? What if your brain got into the flask of scientists an hour ago and now they send electrical signals to it in order to artificially create memories in you? Yes, it looks unlikely, but theoretically possible. And we are talking about absolute certainty.

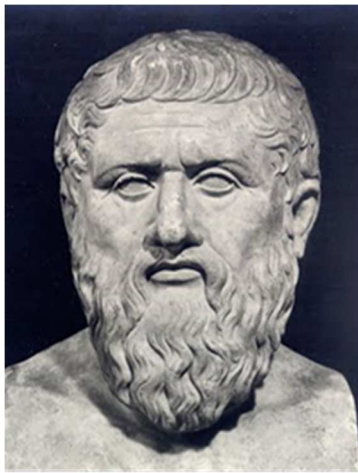
What then are you sure of?



René Descartes found such unquestionable knowledge. This knowledge is in the person himself: I think, therefore I am. This statement is beyond question. Think: even if your brain is in a flask, your very thinking, even if it is incorrect, exists! Let everything you know be false. But one cannot deny the existence of that which thinks falsely.

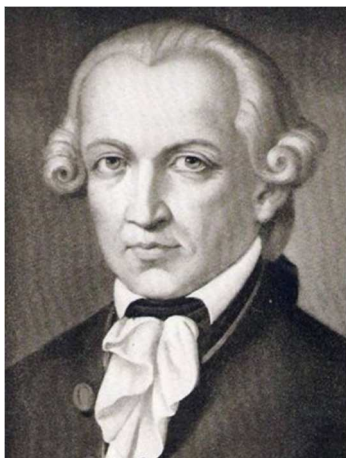
Now you know the most indisputable statement of all possible, which has become almost the slogan of all European philosophy: ***cogito ergo sum***.

Plato: "The concepts of things really exist, and not the things themselves".



The main problem of the ancient Greek philosophers was the search for entity. Do not be afraid, this beast is not at all terrible. Entity is what it is. That's all. "Then why look for it, - you say, - here it is, everywhere." Everywhere, but just take something, think about it, as entity disappears somewhere. For example, your phone. It seems to be there, but you understand that it will break and be there, but you understand that it will break and be disposed of.

Plato found and argued for the strongest position that had an incredibly strong influence on the development of the entire European culture, but with which it is intuitively difficult to agree. He said that the concepts of things - ideas - possess entity, while the things themselves belong to another world, the world of becoming.



Immanuel Kant: "Man constructs the world around himself".

Immanuel Kant is a giant of philosophical thought. His teaching became a kind of waterline that separated philosophy "before Kant" from philosophy "after Kant".

He was the first to express a thought, which today may not sound like a thunderbolt, but which we completely forget about in everyday life. Kant

showed that everything that a person deals with is the result of the creative forces of the person himself.

Instead of the word "brain", Kant used the term "a priori knowledge", that is, such knowledge that exists in a person from the moment he was born and allows him to create a monitor out of something inaccessible.

He identified various types of this knowledge, but its primary forms, which are responsible for the sensory world. These are space and time. That is, there is neither time nor space without a person, it is a grid, glasses through which a person looks at the world, while simultaneously creating it.

Albert Camus: "Man is absurd". Is life worth living?

Man is an absurd being, wrong, illogical. Animals have needs, and there are things in the world that can satisfy them. A person, however, has a need for a meaning - for something that is not.

According to **Albert Camus**, the human being is such that it requires meaningfulness in everything. However, its very existence is meaningless. Where there should be a sense of meanings, there is nothing, emptiness. Everything loses its foundation, not a single value has a foundation. Camus's existential philosophy is very pessimistic. But you must admit that there are certain grounds for pessimism. Claimed by famous philosophers.



<https://lifehacker.ru/8-filosofskix-idej/>

<https://www.google.com/search?q=ren%C3%A9+descartes&source=lnms&tbn=isch&sa=X&ved=2ahUKEwja88ah5>

<https://sites.google.com/site/psihologiakaknaukaoduse/home/antica-na-psihologia/1-7-platon>

<https://bodysize.org/ru/immanuel-kant/>

<https://www.britannica.com/biography/Albert-Camus>

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Brain; absolute; various types of knowledge; certainty; not doubt; got into the flask; scientists; thunderbolt; an hour ago; constructs the world around; send electrical signals; in order to; artificially; memory; looks unlikely; theoretically possible; something inaccessible; primary forms; responsible for the sensory world; neither time nor space; simultaneously; absurd; worth living; illogical; main problem; the ancient Greek philosophers; to search; entity; to look for; to disappear. for example; it seems to be; understand; disposed of; meaningfulness; to require.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Existential philosophy; pessimistic; admit; certain grounds; human being; in everything; existence is meaningless; should be a sense of meanings; emptiness; foundation; not a single value; one cannot deny; think falsely; the most indisputable statement; possible; the slogan; all European philosophy; not be afraid; terrible; but just take some thing; think about it; as entity disappears somewhere; but you understand that it will break; Plato found; argued for; the strongest position; an incredibly strong influence; on the development of the entire European culture; intuitively difficult to agree; concepts of things - ideas – possess.

V. Insert the missing words and word combinations.

1. ... you state anything with ... certainty?
2. ... there even one ... that you do not ... in the least?
3. ... then ... you sure of?
4. found such ... knowledge.
5. This in the person himself.
6. I ..., therefore I
7. This statement ... beyond question.
8. The concepts of ... really ..., and not the things

9. The main ... of the ... Greek ... was the search for
10. Immanuel Kant is a... of philosophical... .
11. His teaching ... a kind of waterline that... philosophy.
12. According to... ..., the human being... such that it... meaningfulness in
13. However, its very existence... meaningless.
14. ... there should ...a sense of ..., there is nothing,

VI. Translate into English the text B “Философы Древнего Мира” using the dictionary.

Философская мысль зародилась одновременно в середине первого тысячелетия до новой эры (от 800 до 200 г. до н.э.) в трёх очагах древней цивилизации: Китае, Индии и Древней Греции.

Философские взгляды китайской и индийской культуры часто объединяют в философию Древнего Востока. Но их взгляды существенно отличаются друг от друга.

Индийские взгляды основаны на перевоплощении душ и воздаянии. Китайская философия исходит из того, что «рождение – начало человека, смерть – его конец...». Смерть наступает один раз, человек не возвращается... индийцы думают о том, как выйти из колеса перевоплощений (душа постоянно возвращается в земной мир во все новых и новых телесных обликах) и обрести вечное блаженство вне мира. Китайцы считают, что «жизнь – это хорошо, а смерть – это плохо», поэтому китайские мудрецы обретают земное бессмертие, а не загробное, лишённое всякой привлекательности. Индийская философия создает учение о Едином, которое является основой бытия и высшей истиной; китайская – учение о двух противоположных началах (инь и Ян), господствующих в мире.

В Древней Индии и Китае огромную роль в первых философских учениях играли религиозно-мифологические представления, что и обусловило преобладание в древневосточном мировоззрении религиозно-нравственной проблематики над научно-теоретической, идеализма над материализмом.

С этим тесно связаны и целевые установки древневосточной философии. Познавательное отношение к миру подчинено практической задаче поведения (в Китае), или задаче спасения (в Индии). Человек является содержательным ядром всех проблем философии Древней Индии, а древнекитайские философы разрабатывают основы человеческого поиска счастья.

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VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. The first ideas about man exist long before the appearance of philosophy.

2. At the initial stages of history, people were characterized by mythological and religious forms of self-awareness.

3. In legends and myths, the understanding of the nature and purpose of man, the meaning of his being, is revealed.

4. The background and source of the emergence and development of Indian philosophy was mythology.

5. The most significant areas of human philosophy are currently considered: psychoanalysis of Z. Freud and his followers, philosophical anthropology, various schools of existentialism and Catholic philosophy.

IX. Make up your own presentation on the topic: “The background and source of the emergence and development of Indian philosophy ”.

GRAMMAR FOCUSE

THE NOUN

Grammar Exercises

1. Give the plural of the following-nouns.

leaf	mouse	country	piano
child	sheep	goose	lady
man	woman	gooseberry	crisis
tooth	medium	deer	diary
knowledge	fish	dish	news

2.. Read the following nouns first in the singular and then in the plural:

1. bag, dog, bird, verb, pan, hen, spoon, noun, room, ring, thing, evening, song, girl, apple, table, article.

2. tree, pie, cow, fly, lady, baby, teacher, letter, mirror, berry, play, toy, city.

3. cake, snake, fork, map, lamp, hat, clock, rat, coat, goat, skirt, shirt, plant, sonant, jacket, object, attribute.

4. shelf, leaf, knife, wife, roof, chief, handkerchief.

5. bus, class, glass, dress, piece, slice, horse, house, rose, nose, blouse, box, fox, match, bench, bridge, cage, cottage, bush, radish.

6. man, woman, child, foot, tooth, goose, mouse, ox, fish, trout, fruit, swine, mouse, louse, deer, sheep.
7. phenomenon, crisis, stimulus, formula, axis, thesis, criterion.

3. Give the plural form of the words underlined.

I met a man at the meeting last

Pattern: *night.*

*I met some men at the meeting
last night.*

1. I saw a mouse running across the floor.
2. The baby got a new tooth.
3. I need a match.
1. He cooked a potato for dinner.
2. The professor is reading a thesis.
3. I visited a city in the Ukraine.
4. She photographed a leaf.
5. I caught a fish.
6. I saw a sheep in the farmyard.
7. She talked to a child.
8. The children hid behind the bush.
9. In science class we studied about a species of fish.
10. When I was in the park yesterday, I saw a goose.
11. When we spoke in the cave, we heard an echo.
12. He packed a box.
13. Every day I read in the newspaper about a new crisis in the world.
14. The wagon is being pulled by an ox.
15. I told the children a fable about a wolf and a fox.
16. We read a story about an Indian chief.
17. At the meeting last night, we were listening to a speech.
18. In science class, we studied a phenomenon of nature.

4. Use the nouns in the brackets in the Possessive Case.

1. my (nephew) dog; 2. (Julie) new boyfriend; 3. the (men) room; 4. my (sister-in-law) husband; 5. the (women) leader; 6. the (officers)

residence; 7. for (goodness) sake; 8. (Jesus) resurrection; 9. the (prince) palace; 10. my (brother-in-law) new automobile; 11. (Clinton) saxophone; 12. the (children) toys; 13. a (three-hour) drive; 14. the (labourers) union; 15. (Burns) employees; 16. (Beethoven) 9th symphony; 17. (Aristoles) yacht; 18. (Aristotle) work; 19. (Bush) daughter;

5. Use the Possessive Case instead of nouns with of.

1. the supporters of Mr Collins; 2. the passports of the drivers; 3. the father of Roy; 4. the parents of everyone else; 5. the shop of the Jones Brothers; 6. the songs of the Pointer Sisters; 7. the child of Mary and Henry; 8. the hats of the ladies; 9. the shop of the florist; 10. the Park of Saint James; 11. the law of Archimedes.

6. Choose the right variant.

1. the coats of the ladies –

- a) the lady's coats
- b) the ladies' coats
- c) the ladies's coats

2. the hobbies of the women –

- a) the woman's hobbies
- b) the women's hobbies
- c) the womens' hobbies

3. the shoes of the players –

- a) the players' shoes
- b) the players's shoes
- c) the player's shoes

4. the future of our boys –

- a) our boy's future
- b) our boys' future
- c) our boys's future

5. the bathtub of Archimedes –

- a) Archimedes's bathtub
- b) Archimede's bathtub
- c) Archimedes' bathtub

6. the business of Anne and Francis –
- Anne and Francis' business
 - Anne's and Francis' business
 - Anne and Francis's business
7. the diary of my boss –
- my boss's diary
 - my boss' diary
 - my bosses diary
8. the clothes of men –
- mens clothes
 - men's clothes
 - mens' clothes
9. the girlfriend of my brother-in-law –
- my brother-in-law's girlfriend
 - my brother's-in-law girlfriend
 - my brother's-in-law's girlfriend

7. What do we call these things and people? Use the structure noun + noun.

- A ticket for a concert is a concert ticket.**
- A magazine about computers is _____
- Photographs taken on your holiday are your _____
- Chocolate made with milk is _____
- Somebody whose job is to inspect factories is _____
- A hotel in central London is _____
- The results of your examinations are your _____
- The carpet in the dining room is _____
- A scandal involving a football club is _____
- A question that has two parts is _____
- A girl who is seven years old is _____

8. Translate into Russian.

A tennis ball; a bank manager; a television producer; a road accident; income tax; the city centre; a television camera; language problems; a

vegetable garden; a television programme; apple juice; trade talks; consumer goods; food sales; exchange rate; wheat consumption; flax production; power station equipment; cane sugar; sugar cane; coal supply situation; a television studio.

Unit 3. PHILOSOPHY ITS SUBJECT AND PROBLEMS

1. Read and translate the text A “The subject of philosophy”.

Philosophy is a generalized theoretical vision of the world, which differs from the religious and scientific understanding of reality. This is a worldview, which is characterized by a theoretical view of a person on the surrounding reality and its direct participation in this world.

The subject of philosophy is a kind of issues related to problems of the world around us. The structure of the subject of philosophy make up four main sections:

1. Ontology is the doctrine of being;
2. Epistemology is the doctrine of knowledge;
3. Man
4. Society.

Based on these sections of philosophy, it is possible to single out the private issues studied by it:

- 1). the essence of being;
- 2). matter and its forms;
- 3). consciousness, its origin and nature;
- 4). man, his essence and existence;
- 5). soul, the spiritual world of man;
- 6). society and man;
- 7). nature and society.

The methods of philosophical knowledge are: ***dialectics, metaphysics, sophistry, materialism, rationalism.***

Among the functions of philosophy, one can single out: ***worldview, methodological, thought-theoretical, critical, axiological, educational and humanitarian, etc.***

The main question of philosophy:

1. What is primary matter and consciousness.
2. Cognizable or uncognizable world.

Directions of philosophy are *materialism* which recognizes matter as primary, and consciousness, ideas as secondary and are the result of the development of matter; *idealism* is matter derived from ideas, its forces; *dualism* includes two independent substances - materialistic and spiritual; *deism* (God who once created world, no longer participates in its further development and does not affect the life and deeds of people, serves only as a symbol; *irrationalism* (the world is chaotic, has no internal logic, therefore, never will not be known by the mind).

In understanding philosophy, as well as its role in the knowledge of the world and man, extremes were often allowed. Philosophy has been interpreted as "science of sciences" or "mother of all sciences", it was declared the "queen" among of all sciences, then, on the contrary, the truth of philosophical knowledge was rejected because, that about each phenomenon it is possible to express several incompatible and even opposite judgments (sophists), or because the said knowledge is a priori (positivists).

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Philosophy; generalized; theoretical vision; religious and scientific understanding; reality; worldview; characterized by; theoretical view; as well as; the knowledge of the world; to allow; to interpret; science; to declare; the "queen" among of all science; on the contrary; the truth of philosophical knowledge; to reject; directions of philosophy; primary; consciousness; secondary; the result of the development; independent substances; further development; chaotic; internal logic.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Materialism; idealism; dualism; once created world; development; life and deeds; irrationalism by the mind; based on; the private issues; methodological; humanitarian; primary matter and consciousness; understanding philosophy; the world and man; interpreted as "science of sciences"; each phenomenon; opposite judgments; positivists.

V. Insert the missing words and word combinations.

1. Direction of ... is materialism which recognizes matter as primary, and
2. as secondary point are the ... of the development of matter.
3. Idealism is matter ... from ..., its
4. ... includes two independent ... - materialistic and
5. Deism is ... who once created ..., no longer participates in its further ... and does not affect the life and ... of people, ... only as a
6. ... when the world is chaotic, has no ... logic, therefore, never will not ... by the mind.
7. The ... of philosophy is a kind of ... related to ... of the world around
8. The ... of the subject of ... make up four main
9. In understanding ..., as well as its role in the ... of the world and
10. ... has ... interpreted as "science of ..." or "... of all sciences".

VI. Translate into English the text B “ Особенности Философии” using the dictionary.

Аристотель в свое время писал: «... и теперь и прежде удивление побуждает людей философствовать, причем вначале они удивлялись тому, что непосредственно вызывало недоумение, а затем, мало-помалу продвигаясь, таким образом далее, они задавались вопросом о более значительном, например, о смене положения Луны, Солнца и звезд, а также о происхождении Вселенной.

Но недоумевающий и удивляющийся считает себя незнающим (поэтому и тот, кто любит мифы, есть в некотором смысле философ, ибо миф создается на основе удивления). Если, таким образом, начали философствовать, чтобы избавиться от незнания, то, очевидно, к знанию стали стремиться ради понимания, а не ради какой-нибудь пользы. Сам ход вещей подтверждает это; а именно: когда оказалось в наличии почти все необходимое, равно как и то, что облегчает жизнь и доставляет удовольствие, тогда стали искать такого рода разумение. Ясно поэтому, что мы не ищем его ни для какой другой надобности. И так же как свободным называем того человека, который живет ради самого себя, а не для другого, точно так же и эта наука единственно свободная, ибо она одна существует ради самой себя».

Аристотель. *Метафизика* // Сочинения. В 4 т. М., 1975. С. 69.1

Рене Декарт видит сущность и предназначение философии в следующих рассуждениях. «Прежде всего, я хотел бы выяснить, что такое философия, сделав почин с наиболее обычного, с того, например, что слово “философия” обозначает занятие мудростью и что под мудростью понимается не только благоразумие в делах, но также и совершенное знание всего того, что может познать человек; это же знание, которое направляет самую жизнь, служит сохранению здоровья, а также открытиям во всех науках. А чтобы философия стала такой, она необходимо должна быть выведена из первых причин так, якобы тот, кто старается овладеть ею (что и значит, собственно, философствовать), начинал с исследования этих первых причин, именуемых началами.

Для этих начал существует два требования. Во-первых, они должны быть столь ясны и самоочевидны, чтобы при внимательном рассмотрении человеческий ум, не мог усомниться в их истинности; во-вторых, познание всего остального должно зависеть от них так, что, хотя начала и могли бы быть познаны помимо познания прочих вещей, однако, обратно, эти последние не могли не быть познаны без знания начал.

Кто проводит жизнь без изучения философии, совершенно замкнули глаза и не заботятся открыть их; между тем удовольствие, которое мы получаем при созерцании вещей, видимых нашему глазу, отнюдь несравнимо с тем удовольствием, какое доставляет нам познание того, что мы находим с помощью философии. К тому же для наших нравов и для жизненного уклада эта наука более необходима, чем пользование глазами для направления наших шагов. Неразумные животные, которые должны заботиться только о своем теле, непрерывно и заняты лишь поисками пищи для него; для человека же, главную часть которого является ум, на первом месте должна стоять забота о снискании его истинной пищи – мудрости.

Декарт, Р. Начала философии // Избранные произведения. М., 1950. С.411- 426.

References:

1. ***Aristotle*** (ancient Greek Ἀριστοτέλης; 384 BC, Stagira, Thrace - 322 BC, Chalkis, the island of Euboea) is an ancient Greek philosopher. Plato's student. From 343 BC. e. to 340 BC e. - teacher of Alexander the Great. The most influential of the philosophers of antiquity.

Aristotle was the first thinker to create a comprehensive system of philosophy, covering all areas of human development: sociology, philosophy, politics, logic, physics. Aristotle lists four principles, or the highest causes of being: form (essence, essence of being) (“What is it?”), Matter (“From what?”), Purpose (“For what?”) and prime mover (“Where did the movement begin? ”). He also makes a distinction between possibility and reality. The last books of the *Metaphysics* are devoted to the criticism of *eidos* as entities existing separately from things.

2. ***Rene Descartes*** (French René Descartes (French: [ʁəne dekaʁt]).

French philosopher, mathematician and naturalist; one of the founders of the philosophy of modern times and analytical geometry, one of the key figures of the scientific revolution.

The contribution as the "father of modern philosophy" is marked by an uncharacteristic focus on epistemology for early philosophy. He laid the foundations for the Continental rationalism of the 17th century, which was developed by Spinoza and Leibniz, and was later opposed by the empirical

school of thought, consisting of Hobbes, Locke, Berkeley and Hume. The rise of early modern rationalism—as for the first time in the history of a highly systematized school of thought—had an enormous and profound impact on modern Western thought in general, with the birth of two influential rationalistic philosophical systems of Descartes and Spinoza, namely Cartesianism and Spinozism; along with Spinoza and Leibniz gave the "Age of Reason" a name and a place in history.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Philosophy will soon exhaust itself.
2. The role of philosophy will steadily increase in people's lives.
3. Philosophy will become the lot of only single fanatics.
4. Philosophy will be preserved only as a worldview.
5. Consciousness can exist before and independently of matter.

IX. Make up your own presentation on the topic: “The role of philosophy will steadily increase in people's lives”.

GRAMMAR FOCUSE

THE ADJECTIVE AND ADVERB

Grammar Exercises

1. Choose between the adverb and the adjective given in the brackets to complete the sentences.

1. It is (correct/correctly).
2. Spell the word (correct/correctly).
3. You know it (well/good).
4. Of course it is (well/good).
5. It is (cold/coldly) in the room.
6. Don't look so (cold/coldly) at me.
7. I can do it (easy/easily).
8. I always worry if you come home (late/lately).
9. You are tired. You mustn't work so (hard/hardly).
10. She looks just (wonderful/wonderfully) in that new dress.
11. I can't hear the actors (well/good) from the last row.
12. I think it a (real/really) good play.
13. This soup makes me feel (bad/badly).
14. The actress is speaking (soft/softly), but I can hear her (clear/clearly).
15. The roses will (sure/surely) smell (sweet/sweetly).
16. The victim of the accident looked (helpless/helplessly) across the road.

2. Give the comparative and the superlative degree of the following adjectives.

thin, joyful, yellow, free, comfortable, polite, shy, dry, just, recent, free, narrow, deep, wicked, right, real, sweet, grey, complete, glad, happy, strong-willed, good-natured, wide-spread, far-fetched, kind-hearted, broad-minded, well-known

3. Add the missing forms of the adjectives and adverbs.

positive	comparative	superlative
well		
	worse	
		farthest
		best
	older	
near		
		biggest
	happier	
little		

4. Translate into Russian.

1. He thought he was the happiest man in the world.
2. The new car is more comfortable than the previous one.
3. The Neva is wider and deeper than the Moskva River.
4. Last year he spent less time on English than this year.
5. The sooner they finish the construction of the plant the better.
6. The book is not so interesting as you think.
7. The more time you spend in the open air the sooner you will recover after your illness.
8. He has much more free time than I have.
9. Tom runs fast. Dick runs faster, but Harry runs fastest.
10. This road is the worst I've ever travelled over.
11. If you listen to the teacher more attentively you'll understand better.
12. Tennis and football are the games I like best.
13. This is the hottest day we have had for several weeks.
14. *Smiles* is the longest word in the English language because there is a mile between two s.
15. Yesterday was hotter than any other day we had this summer.

5. Use the suitable form of the adjectives given in the brackets.

1. Kate is (young) than Mary. 2. John is the (clever) boy in the class. 3. The weather is (dull) today than it was yesterday. 4. London is one of the (big) cities in the world. 5. This sentence is (difficult) than the first one. 6. My dog is as (good) as yours. 7. His dog is (good) than yours. 8. Her dog is the (good) of the three. 9. The cat is much (happy) in her new home. 10. My cold is (bad) today than it was yesterday. 11. This mountain is the (high) in Europe. 12. This piece of homework is as (bad) as your last one. 13. This piece of homework is (bad) than your last one. 14. This piece of homework is the (bad) you have ever done. 15. Richard is not as (tall) as Tom. 16. Tom is (tall) than Richard. 17. Tom is the (tall) boy in the class. 18. Athens is (far) from London than Rome is. 19. Jack is (rich) than Richard, but I don't think he is (happy) than Richard. 20. Summer is (warm) than winter. 21. Robert and Paul are the (noisy) boys that I know. 22. Boys are always (noisy) than girls. 23. Summer is the (warm) of the four seasons. 24. Winter in London is (foggy) than in Paris.

6. Translate into English.

1. Последний поезд прибывает в полночь.
2. Моя старшая сестра на два года старше меня.
3. Этот текст гораздо труднее, чем тот, который мы переводили на днях.
4. Комната хорошая, но всё же не такая хорошая, как мне бы хотелось.
5. Я не так молод, как Вы.
6. Этот мальчик – старший сын моего старейшего друга.
7. Скажите, пожалуйста, где ближайшая остановка автобуса.
8. Ждите дальнейших распоряжений.
9. Эта проблема не так серьезна, как Вам кажется.
10. Ваша сестра очень талантлива. Пожалуй, самая талантливая из молодых художников.
11. Сибирь – один из самых богатых районов нашей страны.
12. Нам нужен стол поменьше, так как комната небольшая.

13. Вам нужны обои посветлее, тогда Ваша комната будет не такой мрачной.

14. Я читала обе статьи. Первая значительно занимательнее второй.

15. Ей столько же лет, сколько мне, хотя она и выглядит значительно моложе.

16. Чем внимательнее Вы будете выполнять задания, тем успешнее будет Ваша учеба.

17. Чем труднее задача, тем больше времени занимает решение ее.

7. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.

8. Fill in the comparison with as ... as.

1. John is (tall) Glen.
2. Janet is (beautiful) Jennifer.
3. You are (crazy) my sister.
4. We can run (fast) they can.
5. My mom is (not / strict) your mum.
6. Your mobile phone is (not / trendy) mine.
7. Matrix II was (not / interesting) Matrix I.
8. This yoghurt (not / taste / good) the one I bought yesterday.
9. I can do (many / press-ups) you.
10. I (not / earn / much / money) you do.

9. Fill in the correct form of the following adjectives.

1. London is the (large) city in Great Britain.
2. No other British city has as (many) inhabitants as London.
3. The London underground, the tube, is the (old) underground in the world.
4. The Tower of London is one of the (famous) London sights.
5. Another sight is the London Eye. With its 135 meters, it is (tall) than any other big wheel in the world.

Unit 4. PHILOSOPHY OF LOVE

I. Read and translate the text A "Miracle of Civilization".

The feeling of human love is amazing. Stendhal called it a miracle human civilization. And about this "miracle of civilization" every person can read in the book "Song of Songs", including about sexual love. The expression "strong as death, love, fierce, like hell jealousy, her arrows are arrows of fire; it is a very strong flame. Large waters cannot extinguish love, and rivers will not flood it. If anyone gave all the riches of his house for love, he would be rejected with contempt."

Great is the power of love passion. The novelty of life is born through love, and how wonderful if it is mutual. Unfortunately, this kind of love does not come to all people. That is why lovers often suffer themselves. So many wonderful works have been written about love by writers, poets, philosophers, scientists that I don't need to not only add something from myself, but even present all this richness of reasoning in some order or classification.

Love is universal. It gets everywhere. Nothing will stop it barriers and difficulties. Apuleius also said that "all wealth is concluded in agreement between spouses and in mutual love."

True love is eternal, just as man himself is eternal in the sense that his the generic essence is preserved and passes through children into infinity, into peace, into society.

Love makes a person at some point forget about everyday life, grounding and rush into eternity, mystery being, to touch the miracle of the whole universe, since man himself - miracle. And a loving person perceives this whole world with admiration and reverence. And in their love everyone hopes for their one and only, his expected Miracle

If a person is aware of all the power human love, he will behave in life circumstances as Human. For the human in man is revealed through love. Love –creates, hatred, enmity - destroy. Love is spiritual and physical union.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Feeling; human love; amazing; a miracle; human civilization; every person; sexual love; fierce; arrow; flame; extinguish love; to reject; contempt; order; classification; universal; barriers and difficulties; wealth; agreement; mutual love; eternal; generic essence; infinity; peace; society; to forget; everyday life; eternity; mystery; to touch the miracle; the whole universe; to perceive; the whole world; admiration; reverenc; expect; to be aware; the power human love; to behave; circumstances; to reveal; to create; hatred; enmity; destroy; spiritual; physical.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Stendhal; in the book "Song of Songs"; Love makes a person; spiritual and physical union; a loving person; rush into eternity; everyone hopes; passes through children; arrows of fire; a very strong flame; the power of love passion; often suffer themselves; this kind of love does not come; many wonderful works; nothing will stop; at some point.

V. Insert the missing words and word combinations.

1. The ... "strong as death, ..., fierce, like ... jealousy, her ... are arrows of ...; it is a very ... flame.

2. ... –creates, ..., enmity -

3. Love is ... and ... union.
4. ... also said that "all ... is concluded in ... between spouses and in ... love."
5. The feeling of ... love is amazing.
6. Stendhal called it a miracle ... civilization.
7. If anyone ... all the riches of his... for love, he would... rejected ... contempt.
8. Great is the... of love passion.
9. The novelty of ... is born through love.
10. ... , this kind of love does not come to ... people.
11. ... is ... lovers often ... themselves
12. So ... wonderful works have... written about love by writers.
13. True love is
14. Love ... a person at some ... forget about everyday... .

VI. Translate into English the text B “Философия Любви» using the dictionary.

Взаимная любовь как своеобразный рентген, который просвечивает духовный мир человека. Это нечто абсолютно возвышенное, как некая всеобщность, тот космический свет, которому нет конца. Этот свет вечен и бесконечен.

Любовь – это загадка, над которой задумывались великие умы человечества. Нет единого мнения и полного ответа. Как нельзя заранее определить полет орла в небе, движение змеи на камне, точно так же невозможно определить путь сердца мужчины к сердцу женщины. Логика здесь бессильна.

Наука и литература с двух сторон бьются над этой вечной темой, а поле битвы умов – Любовь, Брак, Семья. И дай Бог талант человеку, чтобы он своим интеллектом сумел заинтересовать другого человека этой вечной проблемой. Любовь раскрывает не только внешнюю красоту человека, она высвечивает ее внутренний пласт, поднимает ее до возвышенной красоты.

Семья существует в обществе, и она зависит от него. Наше общество заинтересовано в сохранении прочных семейных

отношений. На семье отражаются самые разные общественные отношения: экономические, политические, религиозные, правовые и даже международные.

Каждый родившейся человек нуждается в заботе, опеке, воспитании. Если семья останется колыбелью для вновь пришедшего в этот мир Человека, то он сам, в свою очередь, будет нести свою ответственность за её сохранение.

Семья – не только важнейшая социальная ценность, но и ценность духовная, нравственная, глубоко философская, которая представляет собой особый целый неповторимый мир.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Philosophy of love.

2. Love as a way of human existence.

3. The theme of love in Russian philosophy.

4. Mutual love is like a kind of x-ray that shines through the spiritual world of a person.

5. The family is not only the most important social value, but also a spiritual, moral, deeply philosophical value, which is a special whole unique world.

IX. Make up your own presentation on the topic: "Love is a mystery that the great minds of mankind have thought about".

GRAMMAR FOCUSE

TO BE и TO HAVE, ОБОРОТ THERE + TO BE

Grammar Exercises

1. Put the sentences into the future and past tense changing the verb to be and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.

1. Victor is free in the evening.
2. John is in America.
3. I am very busy.
4. She is at the lecture.
5. The child is 10 years old.
6. This work is interesting.
7. The expedition is in Africa.
8. The new film is long.
9. My mother is at home.
10. The workers are at the factory.
11. The students are at the Institute.

2. Make the sentences negative and interrogative

1. You are students.
2. They will be engineers in five years.
3. My father is a very busy man.

4. I was at the University yesterday.
5. She will be free tomorrow.
6. The students are in the classroom now.
7. My sister is 15 today.
8. I was in Moscow yesterday.
9. Her work is very interesting.
10. He is from New York.
11. She is 16.
12. They are married.
13. Jane was ill last week.
14. I am a student.
15. It was cold last winter

3. Explain the use of the verb to be in the sentences below and translate them into Russian.

1. They were at home last night. 2. He is a well known scientist. 3. They are to leave Moscow to-night. 4. The children were walking down the street. 5. She is an experienced teacher. 6. The letter will be posted at once. 7. He is in Kiev now. 8. We were to part that day. 9. The letter was written by the secretary. 10. They were to have arrived at seven o'clock. 11. The purpose of his visit was to negotiate for the purchase of timber.

4. Translate into English.

1. Ее нет здесь сейчас, она дома. 2. Его не было дома вчера вечером. 3. Он один из лучших врачей нашей больницы. 4. Его задача заключается в том, чтобы собрать материал по этому вопросу к 1 июня. 5. Он находится сейчас в Крыму. 6. Она будет там в пять часов. 7. Пароход должен прийти в 6 часов вечера. 8. Его брат инженер. 9. Я должен был встретиться с ним в 8 часов вечера. 10. Он будет рад вас видеть.

5. Explain the use of the verb to have in the sentences below and translate them into Russian.

1. She has come home. 2. He has a large family. 3. We have to leave home early, in the morning. 4. He had the letter typed. 5. He has dinner at home. 6. They had to complete their work on Monday. 7. We shall have plenty of fruit in the autumn. 8. He will have read the story by ten o'clock. 9. They will have the book you need in 5 days.

6. Translate into English.

1. У меня нет ее адреса. 2. У меня был вчера очень интересный разговор с профессором Д. 3. У него есть очень интересные книги по радио. 4. Я должен буду пойти туда еще раз. 5. У нас завтра будет собрание. 6. Я должен вставать теперь очень рано. 7. Вы вчера обедали в ресторане? 8. Есть ли у вас красный карандаш? 9. У меня не было времени навестить его вчера. 10. Нужно ли вам идти в библиотеку сегодня?

7. Put the sentences into the future and past tense changing the verb to have and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.

- 1.They have a big house in the country.
- 2.My friend has many interesting books.
- 3.His mother has a nice garden.
- 4.She has a good map of London.
- 5.We have a good dog.
- 6.I have a beautiful picture.
- 7.These students have five examinations.
- 8.His parents have a comfortable flat.
- 9.John had good work.
- 10.These pupils have four lessons every day.

8. Put the sentences into the future and past tense changing the verb to be.

1. There are twelve students in our group.

2. There is a beautiful garden near the house.
3. There is a big blackboard in the classroom.
4. There is a letter for him on the table.
5. There are two lifts in the house.
6. There is a new stadium in the town.
7. There is a table in the middle of the room.
8. There is a hospital in the village.
9. Are there many sentences in this exercise?
10. Is there much work to do at home?
11. There are no pictures in the book.

9. Paraphrase according to the pattern using suitable forms of the verb to have.

Pattern: There are no books in his bag. – ***He has no books in his bag.***

1. There is no TV-set in his room.
2. There are no mistakes in his dictation.
3. There is no garden near his house.
4. There are no pictures in her room.
5. There are no French books in her library.
6. There is no English newspaper on her table.
7. There is no coffee in my cup.
8. There is no telephone in my flat.
9. There are no maps on the walls of our classroom.
10. There is no sugar in Peter's tea

10. Put general and special questions to the sentences below using any where it is necessary.

1. There is a tea-pot on the table.
2. There are some flowers in the vase.
3. There are some English books on the shelf.
4. There is somebody in the garden.
5. There is a lot of milk in the jug.
6. There are some mistakes in your test.
7. There is some ink in your pen.
8. There are some pictures on the wall of the room.
9. There is some coffee in the cup.
10. There are six continents in the world.
11. There are a lot of flowers in the garden.
12. There

is something in the box. 13. There are some new words in the text. 14. There is a lot of snow in the forest.

11. Translate into English using *there is /there are*; pronouns *any, some, no* and words formed from them.

1. В вашей семье есть дети? 2. На улице много народу. 3. В кувшине нет молока. 4. За вашим домом есть сад? 5. За вашим садом есть площадь, не так ли? 6. В вашем городе есть парки? 7. У вас есть вопросы? 8. На столе около окна стоят часы. 9. На полке мои книги и тетради. 10. В моем столе ничего нет. 11. В этом журнале есть что-нибудь интересное? 12. Что там на столе? Там стоит чашка и три стакана. 13. Есть кто-нибудь в соседней комнате? 14. На столе есть соль, но мало. 15. Времени нет.

12. Fill in the proper form of *to be* in present, past or future.

1. She travels a lot. Yesterday she.....in Paris. Today shein London. Tomorrow she.....in New York.

2..... you at home yesterday?

3.....youat home tomorrow?

4.I.....in Great Britain last week.

5.‘.... you ready yet?’ ‘Not yet. Iready in five minutes.’

6.The weather....nice today.

7.My sister is going away for a few days, so she at home tomorrow

8.I ... a pupil. I go to school.

9..... You in the country last summer?

10.It’s Tom’s birthday next Sunday. He11.

11.Icold. Can you close the window, please?

12.You may visit Jane tomorrow. Shebusy.

13.Where.....Ann yesterday?

14.My brother and Igood tennis players. We like to play tennis very much.

15.‘.....the soupready soon?’ ‘Yes, it ready in a few minutes.’

13. Fill in is, are, was, were.

1. Therethree people in the photo.
2. There..... a woman, a man and their child in our garden now.
3. There.....an exhibition in our town last month.
4. I didn't like the hotel because there.....a lot of furniture in the room.
5. He was thirsty but there..... no drinks in the fridge.
6. The furniture was very old, there.....two chairs and a table in the room.
7. She is at her office now. There.....a lot of people waiting to see her.
8. Today there.....a lot of snow on the ground.
9. There.....some chicken and fish in the fridge now.
- 10.....there any furniture in the room?
- 11.....somebody in the kitchen now.
12. Thereno one on the roof of the house at the moment.
13. Thereno flowers in our garden last summer.
14. There.....a sports centre near our house.
15. There..... 26 letters in the English alphabet.

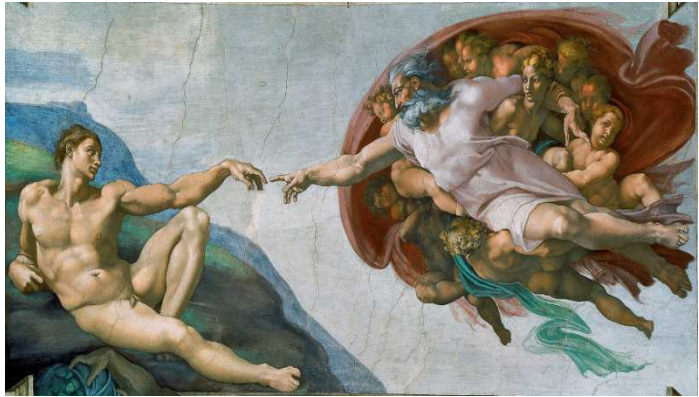
14. Fill in is/are/was/were/have/has.

1. Tom.....lost his note-book.
2. This bridge.....built ten years ago.
3.you finished your work yet?
4. This town is always clean. The streets cleaned every day.
5. Whereyou born?
6. I---.....just made some coffee. Would you like some?
7. Cheesemade from milk.
8. This is a very old photograph. Ittaken a long time ago.
9. Mikebought a new car.
10.Ann working today?

Unit 5. PHILOSOPHY AND RELIGION

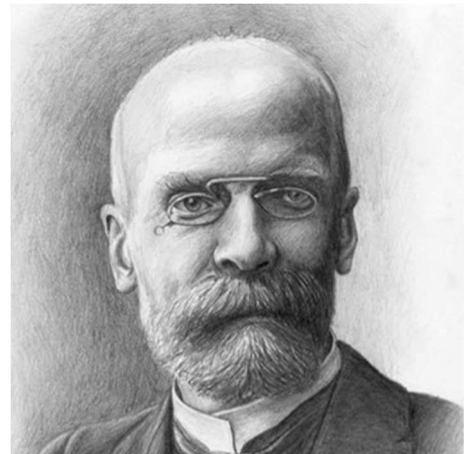
I. Read and translate the text A “Religion In The Modern World”.

The modern world may not strike you as especially religious. Prayer, worship, sacred rituals consume only a small part of most people’s lives. Yet religion remains a vital force for humans everywhere. It has ignited



some intense conflicts. Striking workers in Poland have rallied around religious symbols. Religion can even induce people to renounce their current way of life and adopt an entirely new one, as when someone abandons job, family, and friends to join a religious cult. What is this powerful force that underlies so much of human behavior?

Religion is one of the hardest sociological concepts to define. An adequate definition must be broad enough to include the great variety of religions that have existed throughout history, but not so broad that it also encompasses beliefs and practices generally considered nonreligious. The classical definition, and the one that served for many years, was proposed by Emile



Durkheim. Durkheim defined religion as a set of beliefs and practices pertaining to sacred things that unite people into a moral community. This definition is very broad, capable of being applied to nonreligious philosophies as well as to religions. An alternative approach defines religion as the work of organizations primarily engaged in providing people with the hope of future rewards to compensate for things they greatly desire but have not obtained in life. This hope is based on beliefs in supernatural forces, beings, or places.

Regardless of how the general concept of religion is defined, particular religions have certain elements in common. These include religious beliefs, symbols, and practices, as well as a community of followers and a variety of religious experiences.

Sociologists distinguish among three types of religious institutions: church, sect, and cult. A church is a large, conservative religious institution that tends to coexist harmoniously with the larger society. A sect, in contrast, is a small, uncompromising fellowship of people who seek spiritual perfection and tend to reject the larger society. Sects form when people break away from established churches and claim to have adopted a more authentic, purer version of their faith. A cult is like a sect in most respects except its origins. Cults are imported from other cultures or are formed when people create entirely new religious beliefs and practices.

Religion serves a number of important purposes for societies and individuals. These include promoting social solidarity (through norms that



reduce conflict and sanctions against antisocial acts), consecrating major life events, helping immigrants to adapt to a new society, and legitimizing the established social order by sanctioning its social arrangements.

Religion is capable of both persuading the deprived and oppressed to accept their fate, and of offering them a basis of resistance. The political uses to which people put religion depends upon their individual interpretations of it.

Modernization has generally been accompanied by secularization, which entails a greater concern with worldly matters than with spiritual ones. But secularization has not spelled the end of religion. Religion remains a powerful force because of two countervailing trends: religious revival (an effort to restore more traditional, spiritual features to established religions) and religious innovation (an effort to create new religions or to change existing ones to better meet people's needs).

Religion today is undergoing many changes. The mainline churches are trying to become more responsive to people's needs. This has involved both a greater emphasis on spirituality and an increased activism in regard to certain major social issues. Another change is the growth of invisible, or private religion. These terms refer to the view, held by many, that religion is a subjective, personal experience, not a matter of group doctrine.

References:

1. *Emile Durkheim* – Дэвид Эмиль Дюркгейм (15 апреля 1858 г. – 15 ноября 1917 г.) французский социолог. Он официально установил академическую дисциплину социологию.

<https://desperateandunrehearsed.wordpress.com/2014/07/11/religion-in-the-modern-world/>

https://www.google.com/search?q=emile+durkheim&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiX94qM9vL1AhWGrosKHS-CLQQ_AUoAXoECAIQAw&biw=1366&bih=657&dpr=1#imgrc=eBGBAT3eaNGtHM

II. Translate the words and word combinations using the dictionary and memorize them.

Ignite; induce; renounce; current way of life; adopt; abandon; to encompass beliefs and practices; distinguish; coexist; pertaining to; a set of beliefs and practices pertaining to sacred things; promote; consecrate; legitimize; persuade; entail; which entails a greater concern; modernization; secularization; spell; to spell the end of religion; countervailing; remains a powerful force; because of two countervailing trends; responsive; to become more responsive to people needs; involve; emphasis; spirituality; both a greater emphasis on spirituality; an increased activism; in regard to; certain major social issues.

III. Find the English equivalents of the following:

Поглощают только небольшую часть жизни большинства людей; значительные конфликты; стать приверженцем религиозного культа;

социологическое понятие; соответствующее (адекватное) определение; высоконравственное общество; организации, занимающиеся главным образом тем, что дают людям надежду на будущее вознаграждение взамен того, что они очень хотели; сверхъестественные силы, существа или места; независимо от того как определяется общее понятие о религии; бескомпромиссное братство людей, которые ищут духовного совершенства; религия соответствует важным требованиям общества и личности, способна убедить нищих и угнетенных смириться с судьбой и стать основой сопротивления; религиозное возрождение; религиозное обновление; тайная, сокровенная религия.

IV. Answer the questions to the text.

1. Do sacred rituals consume a big part of most people's life or not?
2. Why does religion remain a vital force for people although the modern world may not seem to be especially religious?
3. Is it easy to define religion?
4. What must an adequate definition of religion be like?
5. How did Emil Durkheim define religion? Is this definition good? Why?
6. What is an alternative definition of religion?
7. What is the people's hope of future rewards based on?
8. What do particular religions have in common?
9. What types of religious institutions do sociologists distinguish?
10. What important purposes does religion serve for societies and individuals?
11. What has modernization been accompanied with?
12. Why has secularization not spelled the end of religion?
13. What changes is religion undergoing today?
14. What do the terms invisible, or private religion refer to?

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Religion is capable; powerful force; accompanied by secularization; three types of religious institutions; certain elements in common; a variety of religious experiences; only a small part of most people's lives; a vital force for humans everywhere; religious symbols; induce people to renounce; the hardest sociological concepts; undergoing many changes; to become more responsive to people's needs; the end of religion; religious innovation; have existed throughout history; served for many years; to coexist harmoniously; except its origins; the political uses.

VI. Find the English equivalents of the sentences below in the text A.

1. Социологи различают три типа религиозных институтов.
2. Религия остается влияющей силой благодаря двум тенденциям, способствующим ее возрождению.
3. Это подразумевает как большее внимание к вопросам духовности, так и возрастающее активное участие в решении ряда основных социальных вопросов.
4. Эти слова отражают разделяемую многими точку зрения о том, что религия субъективное дело каждого, а не вероучение определенной группы людей.
5. Модернизация, как правило, сопровождается секуляризацией, которая влечет за собой бóльшую озабоченность мирскими вопросами, чем духовными.
6. Религия служит ряду важных целей для общества и отдельных людей.
7. Главная цель церкви – это стать более чуткими к нуждам людей.
8. Культ подобен секте во многих отношениях, за исключением его происхождения.
9. Культы импортируются из других культур или формируются, когда люди создают совершенно новые религиозные верования и практики.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Read and translate the text B “The Study And Classification Of Religions”.



The history of mankind has shown the pervasive influences of religion, and thus the study of religion, involving the attempt to understand its significance, its origins, and its myriad forms, has become increasingly important in modern times. Broadly speaking, the study of religion comprehends two aspects: assembling information and interpreting systematically the material gathered in order to elicit its meaning. The first aspect involves the psychological and historical study of religious life and must be supplemented by such auxiliary disciplines as archaeology, ethnology, philology, literary history, and other similar

disciplines. The facts of religious history and insight into the development of the historical religious communities are the foundation of all else in the study of religion.

Beyond the historical basis lies the task of seeing the entirety of human religious experience from a unified or systematic point of view. The student of religions attempts not only to know the variety of beliefs and practices of homo religious (“religious man”), but also to understand the structure, nature, and dynamics of religious experience. The student of religion attempts to discover principles that operate throughout religious life on the analogy of a sociologist seeking the laws of human social behaviour to find out whether there are also laws that operate in the religious sphere. Only with the attempt to discern the system and structure binding together the differentiated historical richness of religion does a true science of religion, or Religionswissenschaft, begin.

The 19th century saw the rise of the study of religion in the modern sense, in which the techniques of historical inquiry, the philological sciences, literary criticism, psychology, anthropology, sociology, and other disciplines were brought to bear on the task of estimating the history, origins, and functions of religion. Rarely, however, has there been unanimity among scholars about the nature of the subject, partly because assumptions about the revealed nature of the Christian (or other) religion or assumptions about the falsity of religion become entangled with questions concerning the historical and other facts of religion. Thus, the subject has, throughout its history, contained elements of controversy.

To some extent, the study of religion has suffered from the barriers between disciplines, and this fact is increasingly recognized in the formulations of the idea of religion as a subject that should be institutionalized in a university department or program in which historians, phenomenologists, and members of other disciplines work together. There are some, however, who consider that there are dangers in such an arrangement, concerned lest the social sciences overwhelm and distract the interpreter of religious meanings. Similarly, the theological tradition remains powerfully operative in regard to the articulation of the Christian faith and sometimes resist any attempt to treat Christianity itself in the

manner dictated by the history and *phenomenology*¹ of religion. Thus, the history of religions and the comparative study of religion still tend to mean in practice “the study of religions other than Judaism and Christianity”.

Educational and social pressures have arisen, however, with a secularistic, increasingly pluralistic society, increasing the tendency towards a pluralism in the study of religion that expands in the viewpoint of traditional faculties and departments of theology, both in universities and theological seminaries.

In many ways the present position promises well for an expanding *multidisciplinary*² approach to problems in the study of religion. Historians of religion are recognizing some of the contributions to be made by modern sociology and sociologists, sociologists have become more aware of the need for accounting for the particular systems of meaning in religion. An area that may very well exhibit the new synthesis is the study of new religious movements.

After a period of relative unconcern, Christian theology is increasingly aware of the challenge of other religious beliefs, so that there are greater impulses toward blending Christian and other studies.

Meanwhile, the study of religion on a pluralistic and multidisciplinary basis is being increasingly viewed as an important element in the education of secondary school students.

All real science rests on classification. The growth of scientific interest in religion has compelled most leading students of religion to discuss the problem of classification or to develop classification of their own. Classification is basic to all science as a preliminary step in reducing data to manageable proportions and in moving toward the systematic understanding of a subject matter. Classification of religions is a device for making the wealth of religious phenomena intelligible and orderly and thus avoiding the confusion of too much information. The criteria employed for the classification of religions are very numerous. There are normative classifications distinguishing true religions from false religions. They, however, have no scientific value and are the result of defending against the rivals. A common and relatively simple type of classification is based upon the geographical distribution of religious communities. In addition, there are

ethnographic- linguistic classifications, classifications based upon philosophic principles, etc.

References:

1. **Phenomenology** – the typological classification of a class of phenomena e.g. the phenomenology of religion.
2. **Multidisciplinary** – relating to, or using a combination of several disciplines for a common purpose.

IX. Comprehension check. Answer the following questions.

1. Why do you think that the study of religion is important in modern times?

What does the study of religion involve?

2. What aspects does the study of religion comprehend?
3. What does the first aspect involve?
4. What is the foundation of all else in the study of religion?
5. What does a student of religion attempt to do?
6. Where does the true science of religion begin?
7. What did the nineteenth century introduce to the study of religion?
8. Why has there rarely been unanimity among the students of religion?
9. What has the study of religion suffered from?
10. How should religion be institutionalized as a subject in a university department or program?
11. Why are there some scholars considering this approach to be dangerous?
12. What is the attitude of the theological tradition to the study of religion?
13. What do the history of religions and the comparative study of religion mean in practice?
4. Why are there greater impulses toward blending Christian and other studies?
15. What is being viewed as an important element of secondary education today?

16. Why is the classification of religions necessary?
17. What classifications of religions exist today?
18. Is there any satisfactory classification?

X. Insert the missing words and word combinations.

1. The history of ... has shown the of religion.
2. The study of ... has become increasingly important in
3. ... speaking, the study of religion aspects: ... information and ... systematically the material ... in order to ... its meaning.
4. The involves the ... and ... study of religious life.
5. The ... of religious ... and insight into the ... of the historical religious ... are the ... of all else in the study of religion.
6. The saw the rise of the study of religion in the
7. Thus, the ... has, ... its history, contained elements of
8. In many ways the present position for an expanding to problems in the study of religion.
9. ... of religion are recognizing some of the ... to be made by modern ... and
10. ... of religions is a ... for ... the wealth of religious and orderly and thus ... the confusion of too ... information.
11. The for the classification of religions are very... .
12. There are distinguishing true religions from ... religions.
13. They, however, have no and are the result of ... against the
14. An... that may very well ... the new ... is the study of new religious

XI. Translate the following sentences from Russian into English.

1. В настоящее время мы можем видеть огромное влияние религии на нашу жизнь.
2. Религиоведение должно изучать историю и психологию религии.

3. Ученые, изучающие религию, пытаясь обнаружить закономерности, действующие в этой области, могут действовать подобно социологам, пытающимся обнаружить закономерности социального поведения человека.

4. Необходимо собирать информацию и интерпретировать собранный материал.

5. Изучение археологии, этнологии, филологии, истории литературы может дать дополнительный материал для изучения религии.

6. Не имеющие научной ценности классификации, отличающие истинные религии от ложных, должно быть, появились как результат защиты от соперников.

7. В рамках светского становящегося все более плюралистским общества, возможно, изменится богословская традиция.

8. Ученым, изучающим религию, совсем не обязательно быть верующими.

9. Изучение религии на практике может оказаться изучением любых религий.

XII. Choose what is true or false speaking about the ideas of the Text "B".

1. The text deals with the variety of religious beliefs and practice.

2. The text is concerned with the study and classifications of religions.

3. According to the author, Christianity has always played the leading role in history of mankind.

4. According to the text, a true science of religion means the study of the system and structure binding together the differentiated historical richness of religion.

5. As the author puts it, the students of religion must be deeply religious people.

6. As it is described in the text, theology should play the leading role in the study of religions.

7. It is clear from the text that the study of religion should be based on the multidisciplinary approach.

8. It further says that our society is getting more and more religious.
9. According to the author, within a secularistic increasingly pluralistic society there is an increasing tendency in the study of religion.
10. Great importance is also attached to the study of Christianity in secondary schools.
11. One of the problems to be viewed as important is the study of religion in secondary school on a pluralistic and multidisciplinary basis.
12. Finally, according to the opinions from the text, it is necessary to develop a proper classification of religions in order to avoid the confusion of too much material.

XIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “B”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

XIV. Discuss the following statements.

1. People study philosophy and religion to understand their significance, origins and various forms.
 2. Is there any meaning in life? If so, what is it?
 3. Can we define religion as belief in God? Prove your answer.
 4. What do you think is the best way to find meaning in life? In work, family, hobbies, religion, philosophy, helping others, self-knowledge, or miracles?
 5. What is the best way to manage your life in order not to live it in vain?
 6. What is more important, justice or mercy?
- <https://saytpozitiva.ru/filosofskiye-voprosy.html>

XV. Make up your own presentation on the topic: “Philosophy And Religion In The Modern World”.

GRAMMAR FOCUSE

THE INDEFINITE TENSES

The Present Indefinite (Simple) Tense

Grammar Exercises

1. Put the verb in the brackets into the correct form of the Present Simple.

1. Ann ...doesn't drink... (not/drink) tea very often.
2. What time..... (the library/close) here?
3. I've got a computer, but I..... (not/use) it much.
4. Where..... (your friend/come) from? He's British.
5. What..... (you/do)? I'm a tutor.

2. Translate into English.

1. Моя семья обычно обедает в ресторане.
2. Наши друзья всегда пьют кофе на завтрак.
3. Днём у неё масса работы.
4. Я занимаюсь английским по вечерам.
5. Мы никогда не едим мясо.

3. Make the sentences negative and interrogative

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. He comes from Germany.
6. They live in the USA.
7. He plays football every day.
8. His father works at an office.

4. Complete the sentences by putting in the verbs. Use positive or negative meanings of the present simple.

Model: Claire is very sociable. She knows (know) lots of people.

We've got plenty of chairs, thanks. We don't want (not/want) any more.

1. My friend is finding life in Paris a bit difficult. He.....
(not/speak) French.
2. Most students live quite close to the college, so they..... (walk)
there.
3. I've got four cats and two dogs. I..... (love) animals.
4. No breakfast for Mark, thanks. He..... (not/eat)
breakfast.
5. What's the matter? You..... (not/look) very
happy.

5. Put the verb into the correct form. Write sentences about yourself. Use always/never/often/ sometimes/ usually.

Model:(watch television) *I never watch television. / I usually watch television in the evening. (etc.)*

1. (read in bed) I.....
2. (get up before 7 o'clock).....
3. (go to university / by bus).....
4. (drink coffee).....
5. (watch soap operas).....

Unit 6. THE PHILOSOPHICAL TRADITION

I. Read and translate the text A “Approaches To The Study Of Philosophy In The Modern World”.

The philosophical tradition

Disagreement about the nature of political activity is matched by controversy about the nature of politics as an academic discipline. One of the most ancient spheres of intellectual enquiry, politics was originally seen as an arm of philosophy, history or law. Its central purpose was to uncover the principles upon which human society should be based. From the late nineteenth century onwards, however, this philosophical emphasis was gradually displaced by an attempt to turn politics into a scientific discipline. The high point of this development was reached in the 1950s and 1960s with an open rejection of the earlier tradition as meaningless metaphysics.



The origins of political analysis date back to Ancient Greece and a tradition usually referred to as “***political philosophy***”. This involved a preoccupation with essentially ethical, prescriptive or normative questions, reflecting a concern with what “should”, “ought” or “must” be brought about, rather than what “is”. Plato

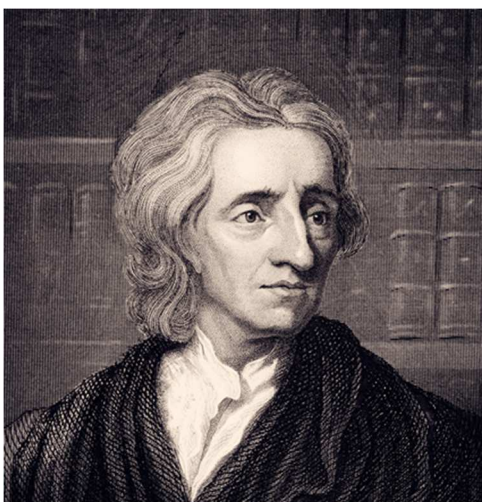
and Aristotle are usually identified as the founding fathers of this tradition. Their ideas resurfaced in the writings of medieval theorists such as *Augustine* (354-430) and *Aquinas* (1225-74). The central theme of Plato's work, for instance, was an attempt to describe the nature of the ideal society, which in his view took the form of a benign dictatorship dominated by a class of philosopher kings.

Such writings have formed the basis of what is called the “traditional” approach to politics. This involves the analytical study of ideas and doctrines that have been central to political thought. Most commonly, it has taken the form of a history of political thought that focuses on a collection of “major” thinkers (that spans, for instance, Plato to Marx) and a canon of “classic” texts.



This approach has the character of literary analysis: it is primarily interested in examining what major thinkers said, how they developed or justified their views, and the intellectual context within which they worked. Although such analysis may be carried out critically and scrupulously, it cannot be objective in any scientific sense, as it deals with normative questions such as 'why should I obey the state?' 'how should rewards be distributed?' and 'what should the limits of individual freedom be?'

The empirical tradition



Although it was less prominent than normative theorizing, a descriptive or empirical tradition can be traced back to the earliest days of political thought. It can be seen in Aristotle's attempt to classify constitutions in Machiavelli's realistic account of statecraft, and in Montesquieu's sociological theory of government and law. In many ways, such writings constitute the

basis of what is now called comparative government, and they gave rise to an essentially institutional approach to the discipline. In the USA and the

UK in particular, this developed into the dominant tradition of analysis. The empirical approach to political analysis is characterized by the attempt to offer a dispassionate and impartial account of political reality. The approach is “descriptive” in that seeks to analyze and explain, whereas the normative approach is “prescriptive” in the sense that it makes judgments and offers recommendations.

Descriptive political analysis acquired its philosophical underpinning from the doctrine of empiricism, which spread from the seventeenth century onwards through the work of theorists such as *John Locke and David Hume* (1711-76).

The doctrine of empiricism advanced the belief that experience is the only basis of knowledge, and that therefore all hypotheses and theories should be tested by a process of observation. By the nineteenth century, such ideas had developed into what became known as positivism, an intellectual movement particularly associated with the writings of Auguste



Comte (1798-1857). This doctrine proclaimed that the social sciences, and, for that matter, all forms of philosophical enquiry, should strictly adhere to the methods of the natural sciences. Once science was perceived to be the only reliable means of disclosing truth, the pressure to develop a science of politics became irresistible.

References:

1. *Augustine* [ɔ:'gʌstɪn] – Августин. St. Augustine Aurelius - блаженный Августин Аврелий (христианский святой, живший в 4 в.)

2. *Thomas Aquinas* ['tɒməs] [ə'kwaiənəs] - Фома Аквинский, один из двенадцати апостолов. Saint Thomas Aquinas – св. Фома Аквинский - средневековый философ и богослов 13 в., канонизирован католической церковью.

3. *John Locke* (29 August 1632 – 28 October 1704) was an English philosopher and physician, widely regarded as one of the most influential of Enlightenment thinkers and commonly known as the "Father of Liberalism".
https://en.wikipedia.org/wiki/John_Locke

4. *David Hume* [hju:m] (26 April 1711 - 25 August 1776 was a Scottish Enlightenment philosopher, historian, economist, librarian and essayist, who is best known today for his highly influential system of philosophical empiricism, skepticism, and naturalism.

https://en.wikipedia.org/wiki/David_Hume

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Disagreement; of political activity; by controversy; the nature of politics;. ancient spheres; intellectual enquiry; an arm of philosophy; purpose; to uncover; human society; nineteenth century; onwards; however; displaced; an attempt; scientific; the empirical approach; political analysis; is characterized by; the attempt; to offer; a dispassionate; impartial account; political reality; descriptive; whereas; the normative approach; judgments; recommendations.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Doctrine proclaimed; to classify; less prominent; meaningless metaphysics; became known as positivism; constitutions; theory of government and law; Machiavelli's realistic account of statecraft; irresistible; associated with; basis of knowledge; hypotheses; enquiry; an intellectual movement; Aristotle's attempt; thought that focuses on; the nature of political activity; originally seen; should be based; was reached in the 1950s; referred to as "political philosophy"; with what "should", "ought" or "must".

V. Insert the missing words and word combinations.

1. The doctrine of ... advanced the belief that ... is the only basis of ..., and that therefore all ... and theories should be ... by a process of

2. This doctrine ... that the social ..., and, for that matter, all forms of philosophical ..., should strictly ... to the methods of the... sciences.

3. Once ... was ... to be the only reliable ... of disclosing truth, the pressure to ... a science of ... became

4. ... political ... acquired its philosophical underpinning from the doctrine of empiricism, which spread from century onwards ... the work of ... such as John Locke and David Hume (1711-76).

5. By the ... century, such ... had developed into what became known as positivism.

6.... .. an intellectual movement ... associated with the ... of Auguste Comte (1798-1857).

7. The ... approach to ... analysis is characterized by the attempt to offer a dispassionate and ... account of political

8. The approach is "... " in that seeks to analyze and ..., whereas the normative ... is "... " in the sense that it makes judgments and offers

9. ... such analysis may be critically and

10. It cannot be ... in any scientific ..., as it deals with normative

11. Such questions as "... should I obey the state?", "... should rewards be distributed?" and "... should the limits of individual ... be?"

12. ... involves the ... study of ideas and... that have been central to political

13. Most ..., it has t... the form of a history of political thought.

14. ... focuses on a collection of "... " thinkers and a canon of "... " texts.

VI. Translate into English the text В «Понятие Логики» using the dictionary.

Логика- это греческое слово: λογική - наука о рассуждении. Оно образовано от греческого слова: λόγος, что значит слово, рассуждение, учение. Логика- это нормативная наука о законах, принципах и мето-

дах идеализированных рассуждений, выражающих результаты рациональной мыслительной деятельности человека, а также о языке как средстве такой деятельности. Согласно основному принципу логики, правильность рассуждения (вывода) определяется только его логической формой (структурой), и не зависит от конкретного содержания входящих в него утверждений.

Различие между формой и содержанием может быть сделано явным с помощью особого (формализованного) языка, или знаковой системы, оно относительно и зависит от выбора языка. Отличительная особенность правильного вывода состоит в том, что от истинных посылок он всегда ведёт к истинному заключению.

В зависимости от характера высказываний, а в конечном счёте от типов отношений вещей, которые изучаются в логике, логические теории делятся на классические и неклассические. В основе такого членения лежит принятие при построении соответствующей логики определённых абстракций и идеализаций.

Всё это показывает, что логика как наука, дающая теоретическое описание законов мышления, не есть нечто раз и навсегда данное. Наоборот, каждый раз с переходом к исследованию новой области объектов, требующих принятия новых абстракций и идеализаций, при учёте новых факторов, которые влияют на процесс рассуждения, сама эта теория изменяется.

Таким образом логика является развивающейся наукой. При этом, включение в состав логики определённой теории законов мышления напрямую связано с принятием определённых онтологических допущений. С этой точки зрения логика является не только теорией мышления, но и, в некотором смысле, теорией бытия, или теорией онтологии.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Philosophy is the most ancient spheres of intellectual enquiry.
2. Plato and Aristotle are usually identified as the founding fathers of the philosophical tradition.
3. Montesquieu's sociological theory of government and law.
4. Features and problems of logic.
5. Logic and computability.

IX. Make up your own presentation on the topic: "Philosophy And Logic In The Modern World".

GRAMMAR FOCUSE

The Past Simple (Indefinite) Tense

Grammar Exercises

1. Complete the sentences with the Simple Past tense of the verbs in the brackets.

1. The boys (whisper) secrets to each other.

2. Uncle Ben (hurry) to catch his bus.
3. We (return) our books to the library.
4. She (kiss) the frog and it (change) into a prince.
5. Someone (tap) me on the shoulder.

2. Write these sentences in the positive, interrogative and negative forms of the Past Simple.

Model: He teaches history at the university. *He taught history at the university. Did he teach history at the university? He didn't teach history at the university.*

1. My parents leave home at 8 o'clock.
2. You smoke a lot.
3. I look very tired.
4. We stop at Oxford.
5. The restaurant closes at 11 o'clock.

3. Translate into English.

1. Мой отец родился в 1965 году.
2. Когда мне было 7 лет, я пошёл в школу.
3. Все наши друзья хорошо окончили школу, поступили в университет, нашли вечернюю работу.
4. Летом мы ездили отдыхать на юг.
5. Где ты был вчера?

4. Complete the conversation. Put in the Past Simple negatives and questions.

Model: Nina: Did you have (you / have) a nice weekend in Paris?

Mick: Yes, thanks. It was good. We looked around and then we saw a show.

(we / not / try) to do too much.

Nina: What sights (you / see)?

Nick: We had a look round the Louvre. (I / not / know) there was so much in there.

Nina: And what show (you / go) to?

Park: Oh, a musical. I forget the name. (I / not / like) it.

Nina : Oh, dear. And (Marah / enjoy) it?

Park: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but (I / not / want) to go shopping.

Unit 7. THE PHILOSOPHICAL BRANCHES

1. Read and translate the text A “Philosophical Thought In The English-Speaking Intellectual Tradition In The 20th And 21st Centuries”.

Analytical philosophy is the dominant direction of philosophical thought in the English-speaking intellectual tradition in the 20th and 21st centuries, which combines various philosophical directions are:

1. logical positivism
2. the philosophy of linguistic analysis
3. the theory of speech acts.

They use the methods of logical and linguistic analysis of language to solving philosophical problems and guided by the ideals of logical rigor, clarity and accuracy.

At present, analytic philosophy is considered one of the most influential branches of modern Western philosophy. The language in which philosophical ideas are formulated is considered within the framework of analytical philosophy not only as an important means of research, but also as an independent object of research.

Within analytical philosophy, two main areas can be distinguished:

- 1) the philosophy of logical analysis, which used the apparatus of modern mathematical logic as a means of analysis
- 2) the philosophy of linguistic analysis, or linguistic philosophy, which rejected logical formalization as the main method of analysis and studied the types of expressions in natural language, including when it is used in the formulation of philosophical concepts.

The historical and philosophical roots of analytic philosophy can be traced in the logical tradition of Aristotle, in the tradition of British empiricism and nominalism, partly in Kantian philosophy, and also in Austrian philosophical thought of the second half of the 19th century.

The predecessors of analytical philosophy are R. Descartes, T. Hobbes, J. Locke, G. V. Leibniz, J. Berkeley, D. Hume, I. Kant, J. St. Mill, as well as F. Brentano and his followers, who were the main theorists of "scientific" philosophy in the 19th century.

<https://gtmarket.ru/concepts/7326>

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Logical positivism; the philosophy of linguistic analysis; the theory of speech acts; to solve; guided by; rigor; clarity; accuracy; influential branches; philosophical ideas; to formulate; within the framework; an important means; to research; an independent object of research; two main areas; to distinguish; the apparatus of modern mathematical logic; to reject; logical formalization; the main method; to study the types of expressions in natural language; to include; the formulation of philosophical concepts; the historical and philosophical roots; the logical tradition of Aristotle; in the tradition of British empiricism and nominalism; the second half of the 19th century.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

1. At present, ... philosophy is considered one of the most influential branches of modern Western philosophy.

2. The ... in which philosophical ... are formulated is considered within the ... of analytical philosophy.

3. ... not only as an important means of research, but ... as an independent ... of research.

4. Analytical ... is the dominant direction of philosophical thought.

Various philosophical directions are: ... positivism, the philosophy of linguistic ..., the theory of ... acts.

5. ... analytical philosophy, two main areas... distinguished.

6. the philosophy of logical analysis, which ... the apparatus of modern mathematical
7. the philosophy of ... analysis, or linguistic
8. It rejects ... formalization as the main ... of analysis.
9. It studies the types of expressions in ... language, including when it is ... in the formulation of ... concepts.
10. The ... of analytical philosophy are R. Descartes, ..., J. Locke, ..., J. Berkeley, ... etc.
11. I. Kant, J. St. Mill, as well as ... and his ... were the main theorists of "... " philosophy in the ... century.
12. The historical and philosophical ... of analytic philosophy ... be ... in the logical tradition of Aristotle.
13. ... existed in the ...of British empiricism and nominalism.
14. It ... partly in Kantian philosophy, and also in Austrian philosophical thought of the ... half of the ... century.

V. Insert the missing words and word combinations.

1. and philosophical ... of analytic philosophy can be traced in the logical tradition of
2. The historical and ... roots of ... philosophy is also in the ... of British empiricism and
3. The historical and philosophical roots of is also partly in ... philosophy, and also in ... philosophical thought of the second half of the
4. ... philosophy is the ... direction of philosophical thought in the English-speaking tradition in the... and ... centuries.
5. Analytical philosophy ... various philosophical
6. , analytic philosophy is considered one of the most influential branches of modern
7. The ... in which philosophical ... are formulated is considered within the ... of analytical
8. It is not only as an important means of ..., but also as an ... object of research.
9. Within , two main areas can be distinguished.

10. The philosophy of logical ..., is used the ... of modern mathematical ... as a means of

11. The philosophy of ... analysis, or linguistic ..., is rejected logical ... as the main method of analysis.

12. It is also studied the types of expressions in ... language.

13. It is used in the ... of philosophical

14. The ... of analytical philosophy ... R. Descartes, T. Hobbes, J. Locke, G. V. Leibniz, J. Berkeley, D. Hume, I. Kant, J. St. Mill.

15. As well as F. Brentano and his ..., who were the ... theorists of "... " philosophy in the 19th

VI. Translate into English the text B «Язык и Знаковая система» using the dictionary.

Язык это знаковая система произвольной природы, посредством которой осуществляется человеческое общение на различных уровнях коммуникации и трансляции, включая операции мышления, приобретение, хранение, преобразование и передачу сообщений (сигналов, информации, знаний) и связанные процессы.

Язык также является универсальным средством объективации действительности как в индивидуальном, так и в общественном сознании, выступая в качестве первичной, наиболее естественной основы репрезентации мира.

В качестве многоаспектного феномена язык выступает предметом изучения различных теоретических дисциплин: логики, лингвистики, семиотики, психологии (психолингвистики), социологии (социолингвистики), культурологии и других.

Использование языка в качестве орудия общения обладает важным значением для человека, так как становление и развитие человека происходит в обществе, основанном на совместной деятельности людей. Язык позволяет выразить и сделать одинаково понятными для всех правила участия в этой деятельности, её промежуточные и конечные цели, служит универсальным средством хранения и передачи любой социально значимой информации. Благодаря этому язык становится общественным явлением, частью человеческой культуры.

Основоположником неклассической парадигмы истолкования языковых феноменов и основателем философии языка в собственном смысле этого слова является В. Гумбольдт. Язык, таким образом, представляет, по Гумбольдту, особый мир, конституированный духом и выступающий в качестве медиатора между духом и предметным миром: языковое опосредование предметности позволяет сделать её содержанием духа, открывая возможность мышления о мире.



Общественное достояние,

<https://commons.wikimedia.org/w/index.php?curid=108501>

<https://gtmarket.ru/concepts/7076>

References:

1. *Фридрих Вильгельм Кристиан Карл Фердинанд фон Гумбольдт* (нем. *Friedrich Wilhelm Christian Karl Ferdinand von Humboldt*; June 22, 1767 - April 8, 1835, Tegel Palace, Berlin) - German philologist, philosopher, linguist, statesman, diplomat. The elder brother of the scientist Alexander von Humboldt. Combining various talents, he carried out a reform of gymnasium education in Prussia, founded a university in Berlin in 1809, and was a friend of Goethe and Schiller.

One of the founders of linguistics as a science. He developed the doctrine of language as a continuous creative process and of the "internal form of language" as an expression of the individual worldview of the people.

In many ways, he determined the path and direction of development of German (and, more broadly, European) humanitarian thought of his era.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text "A":

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. At present, analytic philosophy is considered one of the most influential branches of modern Western philosophy.

2. Analytical philosophy can be interpreted as a certain style of philosophical thinking, which is characterized by... .

3. The historical and philosophical roots of analytic philosophy can be traced in the logical tradition of Aristotle.

4. The use of language as a tool of communication is of great importance for a person.

5. Language is a sign system of an arbitrary nature.

IX. Make up your own presentation on the topic: "Philosophical Thought And Intellectual Tradition In The 20th And 21st Centuries".

GRAMMAR FOCUSE

The Future Simple (Indefinite) Tense

Grammar Exercises

1. Write down the sentences using the verbs in brackets in Future Simple

1. I (to see) them next Saturday.
2. They (to be) here tomorrow.
3. We (to have) the test in a week.
4. She (to spend) holidays in the country.
5. The journey (to take) three hours.
6. I (to open) the door for you.
7. I (to go) to school tomorrow?
8. They (to come) back next week?

2. Put in will ('ll) or won't.

Model: Can you wait for me? I ...**won't**... be very long.

1. There is no need to take an umbrella with you. It..... rain.
2. If you don't eat anything now, you be hungry later.
3. I'm sorry about what happened yesterday. It happen again.
4. I've got some incredible news! You never believe what happened.
5. Don't ask Amanda for advice. She know what to do.

3. Make the following interrogative and negative.

1. The meeting will begin at eight.
2. They will be in Brussels the day after tomorrow.
3. She will cook breakfast for us.
4. We shall start at dawn.
5. The boy will be seven next year.
6. The plane will take off in five minutes.
7. We shall climb the mountain next week.
8. I shall see you on Monday.
9. I'll buy a camera next month.
10. They'll tell us about it.

4. Translate into English.

1. Мой друг окончит университет в следующем году.
2. Кто будет переводить этот текст?
3. Вероятно, я получу вскоре интересную работу.
4. Как долго твои родственники пробудут в нашем городе?
5. У нас не будет экзаменов зимой.

5. Write down the sentences using the verbs in brackets in Present Simple or Future Simple. All the sentences refer to future.

1. When I (to see) him, I (to phone) you.
2. If he (to decide) not to do it, he (to be) right.
3. Tell me when she (to come) to visit you.
4. I (to give) it to him when he (to visit) us.
5. You (to pass) your exam if you (to work) hard.
6. We (to go) to the country next week if the weather (to be) fine.
7. As soon as we (to know) results, we (to inform) you.
8. Don't open the car door before it (to stop).
9. You (not like) this film when you (to see) it.
10. Wait for me till I (to return).

6. Write down the sentences using the verbs in brackets in Present, Past, Future Simple

1. She (not/ to teach) English at school.
2. You (to meet) him yesterday?
3. The firm (to buy) new computers next month.
4. The Dean (to ask) many questions at the lecture last week.
5. Where you (to go) next summer?
6. They (to use) new scientific data for their last experiment.
7. When the concert (to be over) all the people (to leave) the hall.
8. Every year students (to take part) in scientific research.
9. The first computer (to appear) in the 1960-s.
10. If the weather (to be) fine, we (to go) to the village.

Unit 8. PHILOSOPHY OF THE ANCIENT EAST

I. Read and translate the text A “The Specifics Of Eastern Philosophy”.

By "ancient eastern philosophy" is meant the totality religious and philosophical systems that existed in the VI - I centuries, before AD in the civilizations of India, China, Egypt and Babylon. In the middle of the 1st millennium BC, the first philosophical systems appeared in India, China and Greece. Active displacement has begun mythological ideas to the periphery of the cultural space.

Everything the subsequent formation of thought is determined by philosophy. In all three civilizations are undergoing a complete rethinking of the old values, a new interpretation of history and mythology.

In different regions of the East, ideological concepts that combined religious and philosophical ideas that arose in India and China. These concepts and views are relevant today. Ancient Eastern thought found its classical form in India and China. A sufficient number of written sources have been preserved that allow, based on an analysis of the religious and philosophical systems of India and China, to understand the essence and content of the ancient Eastern method of philosophizing. The specificity of Eastern philosophy is based on the identity of the East as a type of culture.

Chinese philosophy has a common origin, a single root culture Tao, which was considered differently from different worldview positions.

Hinduism is a synthesis of the old deities of Vedic India, rituals of Brahmin priests and local cults. Philosophical ground for Hinduism lies in six systems within which six schools. They are: sankhya, yoga, vaisheshika, nyaya, mimamsa, vedanta.

Regardless of their ideological orientation, all schools turn their attention to anthological and epistemological problems, although Buddhism has enough moral and political landmarks.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Ideological concepts; religious and philosophical ideas; concepts; views; ancient; Eastern; classical form; written source; allow; based on; an analysis of the religious and philosophical systems; to understand the essence; the ancient Eastern method; the specificity of Eastern philosophy; a type of culture; in the middle of the 1st millennium BC; the first philosophical systems; displacement; mythological ideas; the periphery of the cultural space; the subsequent formation of thought; to determine; 1 three civilizations; rethinking; the old values; a new interpretation of history and mythology.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Regardless of their ideological orientation; although Buddhism has enough moral and political landmarks; sankhya, yoga, vaisheshika, nyaya, mimamsa, vedanta; Chinese philosophy; different worldview positions; form in India and China; a sufficient number of; the essence and content of the ancient Eastern method of philosophizing; by "ancient oriental philosophy"; existed in the VI - I centuries; Egypt and Babylon; China and Greece; has begun mythological ideas; is determined by philosophy; civilizations are undergoing; history and mythology.

V. Insert the missing words and word combinations.

1. A sufficient number of have been preserved.
2. number of written sources based ... an analysis of the religious and ... systems of India and
- 3.... .. to understand the essence and content of the ancient Eastern method of philosophizing.
4. By "ancient ... philosophy" is meant the totality religious and philosophical
5. ... existed in the VI - I centuries, before ... in the civilizations of ..., China, ... and Babylon.

6. In the middle of millennium BC, the... philosophical systems appeared in India,... and Greece.

7. Active displacement mythological ideas to the periphery of the cultural

8. Chinese philosophy has a common ..., a single ... culture Tao.

9.... was considered differently from different worldview positions.

10.Hinduism is a ... of the old deities of ... India, rituals of Brahmin priests and ... cults.

11. Philosophical ... for Hinduism lies in ... systems within which six

12. Regardless of their ideological ..., all ... turn their attention to anthropological and ... problems.

13. Although Buddhism has enough ... and ... landmarks.

14. Ancient Eastern ... found its ... form ... India and China.

VI. Translate into English the text B «Исторические Образы Философа» using the dictionary.

Мудрец - мудрый человек, мыслитель, человек большого ума.

В Древней Греции различали «мудрецов» (sophoi, ср. семь мудрецов) и «любителей мудрости» – философов (philosophoi), исторически поколение «мудрецов» сменилось поколениями «философов». «Sophos есть первый образ, в котором предстаёт перед нами греческий philosophos, писал **Карл Маркс**.

Он выступает мифологически в семи мудрецах, практически - в Сократе и как идеал- у стоиков, эпикурейцев, ново-академиков и скептиков».

Начиная с ученика **Сократа** Антисфена (V–IV века до н. э.) киники считают, что мудрый человек в своём поведении должен руководствоваться не установленными людьми порядками, а **законами добродетели**. Интересно, что согласно тому же **Антисфену**, «только мудрец знает, кого стоит любить». У видного древнеримского комедиографа Плавта находим: «Мудрый, клянусь Поллуксом, сам куёт себе счастье».

Согласно пифагорейской концепции человека мудрец не относится пренебрежительно к здоровью; он не считает тело самым главным (или единственным) объектом внимания, но управляет им ради пользы души.

В древнем мире понятие «мудрец» часто отождествлялось с понятием «учёный».

В традиционной культуре Индии также особую роль играет мудрец- риши, великий мудрец- махариши. «Даже боги завидуют мудрецам», - говорится в буддийском каноне «Дхаммапада».

Распространённый образ мудреца - человек преклонного возраста с длинными седыми волосами и бородой. Этот образ высмеивался ещё в античности («коль с бородою даётся премудрость / то бородатый козёл есть настоящий Платон»).

Мудрец- один из *архетипов*.

<https://ru.wikipedia.org/wiki>

References:

1. **Karl Heinrich Marx** (German Karl Heinrich Marx; May 5, 1818, Trier, Kingdom of Prussia - March 14, 1883, London, British Empire) - German philosopher, sociologist, economist, writer, poet, political journalist, linguist, public activist, historian. Friend and co-thinker of Friedrich Engels, co-authored with whom he wrote the "Manifesto of the Communist Party" (1848). Author of the classic scientific work on political economy "Capital. Critique of Political Economy" (1867).

2. **Socrates** (ancient Greek Σωκράτης; around 469 BC, Athens - 399 BC, *ibid*) is an ancient Greek philosopher. His teaching divided ancient Greek philosophy into "pre-Socratic" and "Socratic" periods. Unlike his predecessors, who were interested in the creation of the cosmos and everything that exists, Socrates began to study the inner world of man.

3. **Antisthenes** (ancient Greek Ἀντισθένης; between 455 and 445 BC, Athens - around 366 BC, *ibid*) - an ancient Greek philosopher; according to a number of scientists, the founder and main theorist of cynicism, one of the most famous Socratic schools.

4. *Seven virtues* - in Western Christianity, the totality of the main positive traits of a human character. They are divided into cardinal and theological and are traditionally opposed to the seven deadly sins. The four cardinal virtues (courage, moderation, justice, prudence) are, in fact, the cardinal virtues of ancient ethics, first identified by Aeschylus (VI-V centuries BC) and then included in the late antique tradition through Plato (V-IV centuries BC), Aristotle (4th century BC) and the Stoics.

5. *Titus Maccius Plautus* (lat. Titus Maccius Plautus, more often simply Plautus; born around 254 BC, Sarsina, Umbria - died in 184 BC, Rome, Roman Republic) - an outstanding ancient Roman comedian, master "palliates". He wrote about 130 comedies, of which 20 have survived.

6. *Archetype*. The most ancient text of a written monument, which is the primary source for subsequent lists, copies.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text "A":

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. The history of the Ancient East philosophy.
2. Religious and philosophical teachings of the Ancient East.
3. The specifics of Eastern philosophizing.
4. Buddhist concept of nirvana.
5. In what two traditions does the formation of the Eastern philosophizing?

IX. Make up your own presentation on the topic: “Philosophy Of The Ancient East”.

GRAMMAR FOCUSE

THE CONTINUOUS TENSES

The Present Continuous (Progressive) Tense

Grammar Exercises

1. What’s happening at the moment? Make up true sentences.

Model: (I/ eat) I’m not eating.

1. (I/ learn/ English).
2. (The sun/ shine).
3. (My teacher/sit / on a chair)
4. (You /listen /to music)
5. (Students /wear/ shoes)

2. Fill in the blank spaces with the Present Continuous tense of the verbs in the brackets.

1. He (fix) my bike in the garage.
2. I (help) Mom in the kitchen.
3. My sister and I (watch) television in our bedroom.
4. They (come) with us to the museum.
5. We (paint) some pictures for Aunt Susan.

3. Translate into English.

1. Не входите в аудиторию! Студенты пишут там контрольную работу.
2. Этот писатель пишет новую книгу.
3. Не мешайте мне. Я готовлюсь к докладу.
4. О чем вы думаете?
5. Осторожно! Та машина едет с огромной скоростью!

4. What can you say in these situations? Add a sentence with the Present Continuous.

Model: A friend rings you up in the middle of your favourite film. – Is it important? I'm watching the most impressive blockbuster.

1. A friend is at your flat and suggests going out, but you can see rain outside.

I don't want to go out now. Look,.....

2. A friend rings you up at work. – Sorry, I can't talk now.

3. You want to get off the bus, but the old lady next to you is sitting on your coat. – Excuse me,.....

4. A friend of yours wants to discuss the latest news with you, but you've just started to make a report. – Can I talk to you later?.....

5. You have been ill, but you're better now. – I'm OK now.

5. Complete the sentences. Put in the Present Continuous or Present Simple of the verbs in the brackets.

Model: I'm writing (I / write) to my parents. I write (I / write) to them every weekend.

1. (It / snow) outside. (It / come) down quite hard, look.

2. Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.

3. I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.

4. The sun (rise) in the east, remember. It's behind us so (we / travel) west.

5. I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.

6. (I / want) a new car (I / save) up to buy one.

6. Complete the following sentences with either the Simple Present form or the Present Continuous form of the verbs in the brackets.

1. The teacher always (give) us interesting project work.

2. The wind (blow) very strongly today.

3. I (like) chocolate ice cream.

4. Be quiet! We (try) to listen to the radio.

5. Let's go inside now. It (begin) to rain.

6. Penguins (eat) fish.

7. Dad never (let) us play in the street when it's dark.

8. The children (go) swimming every day.

9. We're trying to catch the ball that (roll) down the hill.

10. My teacher (know) a lot about plants and animals.

Unit 9. ANCIENT PHILOSOPHY

I. Read and translate the text A "The Specifics Of Ancient Philosophy".

Ancient philosophy is the philosophy of the ancient Greeks and Romans,

originated in the Greek policies. Ancient philosophy covers the period from the 7th century BC to the VI century AD. The ancient philosophers considered the Cosmos to be the basis of all things, which was created according to the type of a rational, living human body, it is eternal, absolute, one. The cosmos is spiritualized, it can be seen, heard and touched (cosmogony). It is perfect, divine (cosmology).

Ancient philosophers saw a single and indivisible fundamental principle of the world: Thales - water, Heraklitoghon, Democritus - atoms, etc., i.e. natural elements. In antique philosophy laid the foundations of

dialectics, substantiated the position that the life of nature is a constant development, a source which are the unity and "struggle" of opposites (Heraclitus, Zeno, etc.), the features of the forms of cognition were revealed, the concept of not suffering, but an acting person was developed, as well as sociality, which follows from its nature.

Man was the center of culture, its creator (sophists); his mission is to know and do good (Socrates). Much attention was paid to the problems morality, the source of morality of which is nature, mind, knowledge.

The sage was considered the ideal of a moral person. In ancient philosophy, Plato developed the doctrine of 23 ideal state based on the labor of slaves. Ancient philosophy has become a completely independent form of social consciousness. Philosophical schools: Miletus, the school of Heraclitus, Pythagoras, Atomists. A distinctive feature of ancient philosophy was that man was not divorced from nature, but was regarded as its an integral part.

The main idea of ancient philosophy is the idea of universal connection of all things and phenomena of the world, as well as the idea of infinite world development. Ancient philosophy touched upon the problems of being and non-being, matter, its forms, the place of man in world, knowledge.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Originate; in the Greek policies; to cover; the period from the 7th century BC to the VI century AD; to consider; to be the basis of all things; to create; according to; a rational; living human body; eternal; absolute; spiritual; cosmogony; cosmology; the center of culture; sophists; mission; to know and do good; much attention; the problems of morality; the source of morality; the sage; a moral person; an ancient philosophy; to develop; the doctrine; based on; the labor of slaves; a completely independent.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

The main idea; a universal connection; world development; touched upon the problems; matter; forms; knowledge; a distinctive feature; divorced from nature; antique philosophy; the position; the life of nature; the unity and "struggle"; the cosmos; heard and touched; follows from its nature; the sage; a moral person; Plato developed; the doctrine; philosophical schools; the school of Heraclitus, Pythagoras, Atomists; a distinctive feature of ancient philosophy; social consciousness.

V. Insert the missing words and word combinations.

1. Philosophical schools: ..., the school of Heraclitus, ..., Atomists.
2. A distinctive ... of ... philosophy was that man was not ... from nature.
3. ... philosophers ... a single and indivisible fundamental principle of the world.
4. ... attention was paid... the problems morality, the source of ... of which is nature, ..., knowledge.
5. The sage was considered the ... of a moral
6. Ancient philosophy is the... of the ancient Greeks and Romans.
7. originated in the Greek policies.
8. Ancient philosophy ... the period from the BC to the VI century
9. ... was the center of culture, its
10. His mission is to ... and do good.
11. The main ... of ancient philosophy is the ... of universal connection of all things and ... of the world.
12. as well as the idea of infinite world development.

VI. Translate into English the text B «Античная философия и древние культуры» using the dictionary.

В античной философии были поставлены вопросы, ответы на которые философы ищут до настоящего времени. В более широком смысле античность – это колыбель европейской цивилизации, период

зарождения европейской культуры, в том числе и философии. Древняя Греция аккумулировала влияния самых разных культур, поскольку она активно торговала с разными государствами. Знакомство древних греков с достижениями других культур помогло им расширить свой собственный кругозор, обогатившись за счет освоения их достижений.

В восточных культурах имелись понятия, по смыслу отдаленно напоминающие понятия, выработанные в античной философии, но именно в античности было сформулировано понятие бытия, которое сыграло определяющую роль в истории европейской философии. В античности эта проблема изначально рассматривалась как вопрос о первоначале мира.

К VI веку до нашей эры греки достигли высокого уровня культуры. Среди обычных греков появились люди, которые были странными и отличались от обывателей – философы. Эти люди получали огромное удовольствие от процесса познания. Таким образом, первые философы – это личности, появившиеся в VI веке до нашей эры и отличающиеся от своих современников своеобразной структурой ценностей.

В чем цель философствования? Цель этой деятельности находится внутри самой деятельности. Что же становится предметом античного философствования? Предметом являются тайны самого космоса и мироздания. Исходным вопросом становится поиск архе, то есть первоначала всего сущего, субстанции. Направленность античного философствования связана со спецификой философского мировоззрения, которое основывалось на космоцентризме. Космоцентризм – признание первичности природной реальности. Синонимом природы для греков была красота. Способ познания, к которому они прибегали, – абстрактное мышление, то есть работа мысли в пространстве, где нет чувственных образов. Именно они обрабатывают теоретические (логические) операции абстрагирования, обобщения, анализа, синтеза, индукции и дедукции.

<https://studfile.net/preview/6163159/page:10/>

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. How the problem of the relationship between philosophy and religion was solved representatives of ancient philosophy?

2. What is the essence of Platonic teachings about ideas. Explain the methodological and philosophical ideas.

3. Explain the essence of the social - philosophical teachings of Aristotle.

4. How can you explain the meaning of this saying “you can’t step twice into the same river”?

5. What is the essence of the concept of personality of Augustine the Blessed?

IX. Make up your own presentation on the topic: “Ancient Greek Polis”.

GRAMMAR FOCUSE

Grammar Exercises

To be going to

1. Put these sentences in the question and negative forms.

Model: They are going to play football.

Are they going to play football? / They are not going to play football.

1. It is going to snow.
2. I am going to listen to the opera today.
3. She is going to make presents for all her family.
4. My parents are going to look for a new house.
5. These students are going to study Japanese.

2. Translate into English.

1. Мы играем в теннис сегодня днём.
2. Мой друг намеревается продать свою машину.
3. Взгляни на небо! Дождь собирается!
4. Что ты собираешься надеть на вечеринку сегодня?
5. Она не будет завтракать, она не голодна.

3. Complete the sentences, putting the verbs into the be going to.

Model : My parents **are going to bring** (bring) their tent with them.

1. His brother (look) for a new job soon.
2. Watch out! The glass (break).
3. We (not/stay) with friends. We (find) a hotel.
4. I (not/pass) my driving test.
5. You (watch) that film on the television tonight.

Will and be going to

4. What would you say? Use will or be going to.

Model: You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, I'm going to look round the museum.

1. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us..... .

2. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think.....

3. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that.....

4. You suddenly decide you want to invite Nalini for a meal.

Your friend: Do you know Nalini will be in town next weekend?

You: No, I don't.

5. Complete the conversations. Put in will or be going to with the verbs.

Model: **Nicky:** Have you got a ticket for the play?

Saniel: Yes, I'm going to see (see) it on Thursday.

1. **Saniel:** Did you buy this book?

Phatew: No, Emma did. She (read) it on holiday.

2. **Laura:** Would you like tea or coffee?

Sarah: Oh, I (have) coffee, please.

3. **Trevor:** I'm going to miss a good film on TV because I'll be out tonight.

Laura: I (video) it for you, if you like.

4. **Rachel:** I'm just going out to get a paper.

Emma: What newspaper (you / buy)?

Unit 10. THE FIRST PHILOSOPHICAL SCHOOLS OF ANCIENT GREECE

<https://studfile.net/preview/6163159/page:11/>

I. Read and translate the text A “The Most Famous Early Philosophical Schools”.

The first, pre-Socratic philosophical schools of ancient Greece arose in the 7th-5th centuries BC in the early ancient Greek policies that were in the process of formation. The most famous early philosophical schools of ancient Greece include the following five schools: Milesian school, School of Heraclitus of Ephesus, Eleian school, School of the Pythagoreans, Atomist School.

Milesian school.

The first philosophers were residents of the city of Miletus on the border of East and Asia (the territory of modern Turkey). Milesian philosophers (Thales, Anaximenes, Anaximander) were the founders of the first hypotheses about the origin of the world. Thales (approximately 640 - 560 BC) was the founder of the Milesian school, one of the very first prominent Greek scientists and philosophers, believed that the world consists of water, by which he understood not the substance that we are used to seeing, but a certain material element. Great progress in the development of abstract thinking was achieved in the philosophy of Anaximander (610 - 540 BC), a student of Thales, who saw the beginning of the world in the "iperon". It is a boundless and indefinite substance, an eternal, immeasurable, infinite substance, from which everything came into being, everything consists of, and into which everything will become.

School of Heraclitus of Ephesus.

During this period, the city of Ephesus was located on the border between Europe and Asia. The life of the philosopher Heraclitus (2nd half of the 6th - 1st half of the 5th centuries BC) is connected with this city. Heraclitus not only poses the problem of the unity of the world. His teaching is called upon to explain the very diversity of things. What is the system of boundaries, thanks to which a thing has a qualitative certainty? Is the thing

what it is? Why?. The only work of Heraclitus known to us is called " About Nature".

Eleian school.

Eleatics are representatives of the Elean philosophical school that existed in the 6th - 5th centuries. BC e. in the ancient Greek city of Elea on the territory of modern Italy. The most famous philosophers of this school were the philosopher Xenophanes (c. 565 - 473 BC) and his followers Parmenides (late 7th - 6th centuries BC) and Zeno (c. 490 - 430 BC).

Parmenides and Heraclitus agree that human thinking is not autonomous. Human thinking is the space in which the absolute thinking of the cosmos opens. Man is, as we would say today, a kind of medium. The human mind is a manifestation of the higher mind, since both minds live according to the same laws. The higher mind (cosmic) reveals itself in the human mind.

School of the Pythagoreans.

The Pythagoreans supporters and followers of the ancient Greek philosopher and mathematician Pythagoras (2nd half of the 6th - beginning of the 5th centuries BC) considered the number to be the root cause of all things : the whole surrounding reality, everything that happens can be reduced to a number and measured with the help of a number.

The merit of the Pythagoreans is that they laid the foundations of number theory, developed the principles of arithmetic, and found mathematical solutions for many geometric problems.

The Pythagoreans believed that the development of the world is cyclical and all events are repeated with a certain frequency ("return"). In other words, the Pythagoreans believed that nothing new happens in the world, that after a certain period of time all events repeat exactly. They assign mystical properties to numbers and believed that numbers can even determine the spiritual qualities of a person.

Atomist School.

Atomists are a materialistic philosophical school, the philosophers of which (Democritus, Leucippus) considered microscopic particles – "atoms" to be the "building material", the "first brick" of everything that exists. Leucippus (5th century BC) is considered the founder of atomism.

Thus, the characteristic features of pre-Socratic philosophical schools were: strongly marked cosmocentrism, greater attention to the problem of explaining the phenomena of the surrounding nature, the search for the origin that gave rise to all things and the doctrinaire (non-debatable) nature of philosophical teachings. The situation will change dramatically at the next, classical stage in the development of ancient philosophy.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Supporters; followers; mathematician; to consider; the root; to be located; the border; to be connected with; to poses; the unity; to be called upon; diversity of things; boundaries; thanks to; a qualitative; residents of the city; the origin of the world; the very first prominent Greek; scientists and philosophers; consists of water; the substance; material element; abstract thinking; to achieve; an eternal; immeasurable; the characteristic features; pre-Socratic philosophical schools; cosmocentrism; the phenomena; the surrounding nature; the search for the origin; will change dramatically.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

1. Parmenides and ... agree that human thinking is ... autonomous.
2. Human ... is the space in which the ... thinking of the cosmos
3. Man is, as we today, a kind of medium.
4. The human ... is a manifestation of the... mind, since both minds ... according... the same laws.
5. The higher mind (...) reveals itself in the ... mind.
6. The first philosophers were ... of the city of
7. It is ... on the border of East and
8. ... philosophers were the founders of the first ... about the origin of the

9. The first, ... philosophical schools of ancient ... arose in the 7th-5th centuries BC.

10. The most ... early philosophical ... of ancient Greece schools.

11. ... are a materialistic philosophical

12. Democritus and Leucippus considered microscopic ... – “...” .

13. Leucippus (5th century ...) is ... the founder of

14. The only ... of Heraclitus ... to us is called "".

15. In ... words, the ... believed that nothing new ... in the world..

16. They assign ... properties to ... and believed that ... can even determine the ... qualities of a

V. Insert the missing words and word combinations.

1. The ... of the Pythagoreans is that they ... the foundations of number theory.

2. ... developed the principles of ..., and found mathematical ... for many geometric problems.

3. The most ... early philosophical schools of ancient Greece include the following ... schools.

4. Parmenides and Heraclitus ... that human thinking is not

5. Human thinking is the ... in which the absolute thinking of the ... opens.

6.... is, as we would ... today, a kind of medium.

7. The human ... is a manifestation of the higher

8. ... both minds live according to the same

9. The higher ... reveals itself in the human

10. The Pythagoreans ... that the development of the world is

11. ... events are repeated with a certain

12. In ... words, the Pythagoreans believed that nothing ... happens in the world, that after a certain ... of ... all events repeat

13. They assign mystical ... to numbers and believed that ... can even determine the spiritual ... of a

14.... are a materialistic philosophical

15 The philosophers of ... (Democritus, Leucippus) considered microscopic particles – “atoms”.

16. “Atoms” is the “building ...”, the “first brick” of everything that 17. ... (5th century BC) is considered the founder of

VI. Translate into English the text B «Учения философов Древней Греции» using the dictionary.

Большой прогресс в области развития абстрактного мышления был достигнут в философии Анаксимандра (610 – 540 гг. до н. э.), ученика Фалеса, который видел первоначало мира в «айпероне» – беспредельном и неопределенном веществе, вечной, не-измеримой, бесконечной субстанции, из которой все возникло, все состоит и в которую все превратится. Кроме того, он впервые вывел закон сохранения материи (фактически открыл ато-марное строение вещества): все живое, все вещи состоят из микроскопических элементов; после гибели живых организмов, разрушения веществ элементы остаются и в результате новых комбинаций образуют новые вещи и живые организмы, а также первым выдвинул идею о происхождении человека в результате эволюции от других животных (предвосхитил учение Ч. Дарвина). Анаксимен (546 – 526 гг. до н. э.) – ученик Анаксимандра, усматривал первоначало всего сущего в воздухе. Он выдвинул идею о том, что все вещества на Земле – результат различной концентрации воздуха (воздух, сжимаясь, превращается сначала в воду, затем в ил, затем – в почву, камень и т. д.).

С точки зрения Гераклита, процесс познания связан с неким мистическим откровением. Это очень важно для понимания античного типа рациональности. Ему принадлежит мысль о том, что разум человека является самодостаточным. Только при определенных условиях возможно раскрытие истины. Сократ и европейские философы Нового времени произведут революцию в этом понимании.

Гераклит пишет, что в подавляющем большинстве человеческие души являются варварскими. Он связывает это с физическим состоянием души. Сухие души более способны воспринять истину, чем

влажные. Например, алкоголику (душа влажная) истину постичь труднее, чем человеку, ведущему трезвый образ жизни. Для античного грека истина – это мудрость, которая возможна только для человека, который этого достоин (не знает стяжательства и т.д.).

Мышление человека становится дорогой к познанию устройства мира. Если человек мыслит по законам логики, то на основе чего можно вывести стогую и закономерную упорядоченность космоса? В объяснении этого едины и Парменид и Гераклит: человеческое мышление не является автономным. Человеческое мышление – пространство, в котором открывается абсолютное мышление космоса. Человек – это, как бы мы сегодня сказали, некий медиум. Человеческий разум – проявление высшего разума, так как и тот и другой разумы живут по одинаковым законам. Высший разум (космический) раскрывает себя в разуме человека.

<https://studfile.net/preview/6163159/page:11/>

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. The Pythagoreans believed that the development of the world is cyclical and all events are repeated with a certain frequency (“return”).

2. There is a cycle of atoms: things, living organisms exist, decay, after which new living organisms and objects of the material world arise from these same atoms.

3. The Gods were the guarantors of the stability of the world.

4. Human thinking is not autonomous. Human thinking is the space in which the absolute thinking of the cosmos opens.

5. Today, relying on natural science knowledge, we can easily answer this question (about the limits of the qualitative certainty of a thing). And 2500 years ago, just to even pose such a problem, a person had to have a remarkable mind.

IX. Make up your own presentation on the topic: “Aporia Zeno”.

GRAMMAR FOCUSE

The Past Continuous (Progressive) Tense

Grammar Exercises

1. Answer the questions using the words from the round brackets.

Model: –Where were you at 6 o’clock? – (library/ read a book)

– ***I was reading a book in the library.***

1. Where were you at this time last week? (Spain/ stay at the hotel)

2. What was your grandmother doing the whole yesterday evening?
(armchair/ watch a serial)

3. What were you doing from 2 to 3? (home/ make lunch)

4. Where was your brother at midday? (walk with his dog/ park)

2. Complete the sentences with the past progressive tense of the verbs in brackets.

1. At the party lots of people (dance) in the street while our neighbours (have) a barbecue.

2. I (sit) in my bedroom and (read) a book from 4 till midnight.
3. Someone (make) a very loud noise in the street.
4. Why you all (laugh) when I came in?
5. Sally (practice) the piano the whole morning.

3. Translate into English.

1. Где вы работали сегодня в 9 часов утра?
2. Он с друзьями занимался английским весь день.
3. Мы смотрели телевизор, а они слушали радио.
4. Во время обеда она читала научный журнал.
5. Автобус стоял на остановке с 3 до 4, а затем уехал.

4. Add a sentence with the past continuous to say that an action lasted a long time. Model: You had to work yesterday. The work went on all day.

I was working all day.

1. You had to make phone calls. The calls went on all evening.
2. Students had to wait in the rain. The rain lasted for half an hour.
3. We had to make sandwiches. This went on all afternoon.
4. The lorry had to stay in a traffic jam. It was there for two hours.
5. Your neighbour played loud music. This went on all night.

Past Continuous or Past Simple?

5. Put in the correct form of the verbs in the brackets using the Past Continuous or Past Simple.

Model: When Martin arrived (arrive) home, Anna was ***talking*** (talk) to someone on the phone. Martin ***started*** (start) to get the tea.

1. I (lie) in the bath when the phone (ring). It (stop) after a few rings.
2. It (be) cold when we (leave) the house that day, and a light snow (fall).
3. Your friend who (come) here the other day (seem) very nice. I (enjoy) meeting her.
4. When I (open) the cupboard door, a pile of books (fall) out.

5. I (walk) along the street when I suddenly (feel) something hit me in the back. I (not / know) what it was.

6. Each of these sentences has a mistake, correct them.

Model: The hotel were very quite. *The hotel was very quiet.* – (correct)

1. It was peaceful, and the birds were sing.
2. I washed my hair when the phone rang.
3. You came to the club last night?
4. As I was watching him, the man was suddenly running away.
5. Everything was seeming OK.
6. Where bought you that bag?

Unit 11. PHILOSOPHY OF THE MIDDLE AGES

I. Read and translate the text A “Medieval Philosophy”.

The main feature of the philosophy of the Middle Ages is its ***theocentrism***. It was closely connected with religious worldview systems and completely depends on them. Therefore, developed Medieval philosophy was predominantly within the framework of religion.

This due to the fact that a significant part of the philosophical teachings and schools, originated in the Middle Ages, referred to as religious philosophy.

The specificity of the medieval type of philosophizing is determined by two important features. The first is the close connection of philosophy with the Christian religion.

Christian Church in the Middle Ages was the main center of culture and education. In this regard, philosophy was understood as a "servant of theology", i.e. as a branch of knowledge leading to a higher knowledge - ***theological***. Most philosophers of the ancient period were representatives of the clergy, as a rule, monastics.

An important circumstance was a complex, contradictory attitude to pagan wisdom (ancient philosophical thought). Chronology of medieval

philosophy allows us to notice that it was formed in the atmosphere of the Roman

culture against the backdrop of the widespread use of such philosophical

teachings such as *Neoplatonism, Stoicism, Epicureanism*.

All these directions had either direct (Stoicism, Neoplatonism), or indirect (Epicureanism) influence on the emerging Christian thought.

The earliest form of Christian philosophical thought was apologetics, the purpose of which was to protect Christianity from paganism and pseudo-Christian doctrines - heresies (primarily *Gnosticism and Manichaeism*). The leading representative of apologetics was *Quintus Septimius Tertullian* (160 – 230).

References:

1. ***Theocentrism*** is the belief that God is the central aspect to existence, as opposed to anthropocentrism and existentialism. In this view, meaning and value of actions done to people or the environment are attributed to God. The tenets of theocentrism, such as humility, respect, moderations, selflessness, and mindfulness, can lend themselves towards a form of environmentalism. In modern theology, theocentricism is often linked with stewardship and environmental ethics or Creation care. It is the belief that human beings should look after the world as guardians and therefore in the way God wants them to. Humans should be considerate to all, from animals to plants to humans themselves. It maintains that human beings are merely here for a short time and should be looking after the world for future generations.

<https://en.wikipedia.org/wiki/Theocentricism>

2. ***Theology*** is the systematic study of the nature of the divine and, more broadly, of religious belief. It is taught as an academic discipline, typically in universities and seminaries. It occupies itself with the unique content of analyzing the supernatural, but also deals with religious epistemology, asks and seeks to answer the question of revelation. Revelation pertains to the acceptance of God, gods, or deities, as not only transcendent or above the natural world, but also willing and able to interact with the natural world and, in particular, to reveal themselves to humankind.

While theology has turned into a secular field, religious adherents still consider theology to be a discipline that helps them live and understand concepts such as life and love and that helps them lead lives of obedience to the deities they follow or worship.

<https://en.wikipedia.org/wiki/Theology>

3. **Neoplatonism** is a strand of Platonic philosophy that emerged in the 3rd century AD against the background of Hellenistic philosophy and religion. Neoplatonism had an enduring influence on the subsequent history of philosophy. In the Middle Ages, neoplatonic ideas were studied and discussed by Christian, Jewish, and Muslim thinkers.

<https://en.wikipedia.org/wiki/Neoplatonism>

4. **Stoicism** follows Heraclitus and believes in one Logos; Christianity follows Jesus, and requires followers to believe in the one true God and have no other gods before him [her]. Rather than be a slave to others, both Stoicism and Christianity involve evolving from focusing on the self to a self rooted in serving God.

<https://www.google.com/search?q=stoicism+and+christianity&oq=&aqs=chrome.69i59i45018.212732j0j7&sourceid>

5. **Manichaeism** taught an elaborate dualistic cosmology describing the struggle between a good, spiritual world of light, and an evil, material world of darkness. Through an ongoing process that takes place in human history, light is gradually removed from the world of matter and returned to the world of light, whence it came. Its beliefs were based on local Mesopotamian religious movements and Gnosticism.

<https://en.wikipedia.org/wiki/Manichaeism#>

6. **Quintus Septimius Tertullian** - Квинт Септими́й Флоре́нс Тертулли́ан (лат. Quintus Septimius Florens Tertullianus). Место рождения Римский Карфаген - один из наиболее выдающихся раннехристианских писателей, теологов и апологетов, автор 40 трактатов, из которых сохранился 31. В зарождавшемся богословии



Тертуллиан один из первых выразил концепцию Троицы. Положил начало латинской патристике и церковной латыни – языку

средневековой западной мысли. Тертуллиан фактически обосновал латинское церковное учение и церковный язык.

<https://ru.wikipedia.org/>

7. Epicureanism, in a strict sense, the philosophy taught by Epicurus (341–270 BCE). In a broad sense, it is a system of ethics embracing every conception or form of life that can be traced to the principles of his philosophy. In ancient polemics, as often since, the term was employed with an even more generic (and clearly erroneous) meaning as the equivalent of hedonism, the doctrine that pleasure or happiness is the chief good. In popular parlance, Epicureanism thus means devotion to pleasure, comfort, and high living, with a certain nicety of style.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

An important circumstance; contradictory attitude; pagan; wisdom; chronology; backdrop; the main feature; to be closely connected with; worldview systems; predominantly; the framework of religion; due to; a significant part of the philosophical teachings and schools; in this view; meaning; value; the environment; humility; respect; moderations; selflessness; and mindfulness; stewardship and environmental ethics; human beings; should look after the; world as guardians; cosmology; the struggle between a good; spiritual world of light; and an evil; material world; an ongoing process; beliefs; strand of Platonic philosophy; an enduring influence; the subsequent history of philosophy; discussed by thinkers.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

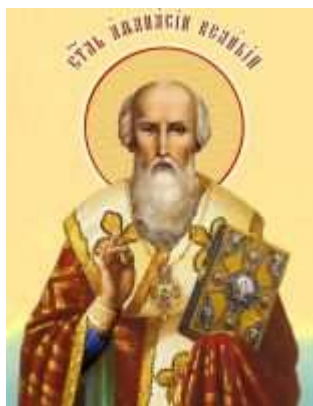
Christian doctrines; the leading representative of apologetics; in a strict sense; in a broad sense; in ancient polemics; dualistic cosmology; spiritual world of light; gradually removed from the world of matter; Mesopotamian religious movements and Gnosticism; the specificity of the medieval type of philosophizing; the close connection of philosophy; a "servant of theology"; study of the nature of the divine; an academic

discipline; the unique content of analyzing the supernatural; to interact with the natural world; turned into a secular field; live and understand concepts.

V. Insert the missing words and word combinations.

1. An important ... was a complex, contradictory ... to pagan wisdom.
2. Chronology of medieval philosophy ... us to notice that it was formed in the atmosphere of the
3. The ... feature of the philosophy of the ... is its theocentrism.
4. It ... closely connected ... religious worldview systems and completely dependents ... them.
5. Therefore, developed Medieval ... was predominantly within the framework of
6. This ... the fact that a significant part of the philosophical teachings and schools referred ... religious philosophy.
7. The tenets of theocentrism, such as ..., respect, ..., selflessness, and ..., can lend themselves towards a form of environmentalism.
8. In ... theology, theocentricism is often ... stewardship and environmental ethics or Creation care.
9. ... the belief that human beings should ... the world as guardians and therefore in the way God wants them to.
10. The ... form of Christian philosophical ... was apologetics.
11. The purpose of which was to ... Christianity from ... and pseudo-Christian doctrines.
12. The leading representative of apologetics was Quintus Septimius Tertullian.
13. ... Church in the Middle Ages was the main ... of culture and education.
14. In this..., philosophy was understood as a "servant of ...".
15. ... philosophers of the ... period were representatives of the clergy, as a rule,

VI. Translate into English the text B «Античная философия и древние культуры» using the dictionary.



Учение «Отцов Церкви», заложивших канонические основы христианской доктрины, называлось патристикой. Большую роль в его формировании на Никейском соборе в 325 году сыграл Патриарх Александрийский Афанасий (295–373), который боролся против взглядов пресвитера из Александрии Ария (256–336).

После периода формирования основ христианской религии и философии христианская философия переходит в форму схоластики. Александрийский философ Филон внес значительный вклад в развитие христианской философии. Он дал личное понимание Бога, своеобразно связал древний Логос с явлением Христа.



Христианская религия делится на западно-католическую и восточно-православную. В отличие от католицизма, православие обращено не к личности, а к собору, то есть сверхличностной универсальности Церкви. Западноевропейская средневековая религиозная философия стремилась обосновать христианскую догму (католицизм). Бесспорным авторитетом философии этого периода был Августин Аврелий

(354–430). Фома Аквинский (1225–1274), основатель томизма универсальный философ-богослов. Согласно его религиозной философии, реальность, определяет все, что существует, все процессы, происходящие в мире, являются сверхъестественными, духовной реальностью. Бог есть Дух, а Дух во всем. Источник знаний: вера, откровение, интуиция.

По учению Августина Аврелия, Бог сотворил мир из ничего, т.е. из небытия. Бог сотворил и время, которое не существовало до Творца. Бог находится вне времени. Он вечен. Человек же имеет прошлое, настоящее и будущее. При этом Августин открывает субъективную

форму времени, которая является способом организации души человека, ибо на самом деле для человека существует только настоящее.

Настоящее человека распадается на «настоящее прошлого» (память), «настоящее настоящего» (созерцание), «настоящее будущего» (надежда).

<https://www.google.com/search?> Афанасий Александрийский
картинка

<http://khazarzar.skeptik.net/books/philo/index.htm> картинка
Филон

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. What is the philosophical meaning of the doctrines of "universals"? How it was solved by the representatives of three philosophical doctrines - realism, nominalism, conceptualism?
2. How are matter and form related, according to Thomas Aquinas, what is in common with the views of Aristotle?
3. What does the term "dogmatism" mean?
4. The basis of Tertullian's methodological paradox is the following idea ...
5. The Christian religion is divided into ...

IX. Make up your own presentation on the topic: "An outstanding medical thinker, famous for his "Canon of Medicine" - "medical bible." In Europe, this guide was used for 700 years".

GRAMMAR FOCUSE

The Future Continuous (Progressive) Tense

Grammar Exercises

1. Write these sentences in question and negative forms.

1. We will be relaxing on the beach at this time on Saturday.
2. Students will be answering the teacher's questions at 10 o'clock tomorrow.
3. You will be taking an exam from 8 to 12 on Wednesday.
4. Bill will be making a report on economy the whole day tomorrow.
5. I will be fixing a car at 5.

2. Describe your tomorrow day. Begin with:

1. Tomorrow at 9 am I will be.....
2. At midday I.....
3. My best friend from 10 to 2pm.....
4. At 6 o'clock in the evening my parents.....

5. At midnight our group mates.....

3. Make the questions according to the answers.

1. ...will you be doing at 6? – I'll be taking an exam

2. ...will Steve be writing the article? – Tomorrow.

3. ...will they be making the presentation tomorrow at 1 o'clock? – They were absent yesterday.

4. ...will my mother be planting flowers after breakfast? – In the garden.

5. ...will we be watching after supper? – A new documentary about our planet.

Unit 12. PHILOSOPHY OF THE RENAISSANCE

I. Read and translate the text "The Era of the Renaissance".

The era of the Renaissance (Renaissance) is a transitional period from the Middle Ages to the New Age.

The philosophy of the Renaissance is a set of philosophical trends that arose and developed in Europe in the XIV - XVII centuries, which united the anti-church orientation, focus to a person, faith in his great physical and spiritual potential, life-affirming and optimistic character.

The characteristic features of the philosophy of the Renaissance include: anthropocentrism and humanism, the predominance of interest in man, faith in his limitless possibilities and dignity. The period is marked by opposition to the Church and church ideology, as well as the denial of religion and God.

Simultaneously happening denial of the frozen dogmatic, serving the interests Churches of philosophy (scholastics); a fundamentally new scientific and materialistic understanding of the surrounding world. There is a creative upsurge in the field of art, literature, science, socio-political thought, industry, trade, etc.

The views of people on the world and on the position of a person in it are changing, all this left a deep imprint on the whole character of subsequent science and philosophy.

In the Renaissance, philosophers return to the Neoplatonic scheme, but the predominant attention in philosophy is now belongs to the person, his worldview.

The philosophy of the Renaissance becomes anthropocentric, as the foreground Renaissance, in contrast to ancient and medieval philosophy, comes out man. God is still considered the beginning of all things. The main principle of the philosophy of the Renaissance is anthropocentrism

The Renaissance is a revolution in the system of values, in assessment of everything that exists and attitude towards it, a person is considered the highest value. This view of man determined the most important trait Renaissance - the development of individualism in the sphere of worldview and a comprehensive manifestation of individuality in public life.

This a period of spiritual change in society, when the church lost its ideological needs and there was a need for a new worldview. The revival meant the renewal of the achievements of the culture of Greco-Roman antiquity, which were lost in the era Middle Ages.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

View of man; to determine; the development of individualism; the sphere of worldview; comprehensive; manifestation; individuality; public life;

spiritual change in society; needs; revival; renewal; antiquity; simultaneously; denial; dogmatic; scholastics; new scientific and materialistic understanding of the surrounding world; a creative upsurge; in the field of art; socio-political thought; the era of the Renaissance; a transitional period;

a set of philosophical trends; united the anti-church orientation; focus to a person; faith; spiritual potential; life-affirming and optimistic character.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Greco-Roman antiquity; when the church lost; a comprehensive manifestation of individuality in public life; that exists and attitude towards it;

the main principle of the philosophy; comes out man; the beginning of all things; becomes anthropocentric; return to the Neoplatonic scheme; predominant attention; the position of a person; a deep imprint on the whole character of subsequent; industry, trade; materialistic understanding; the frozen dogmatic; marked by opposition to the Church; the characteristic features of the philosophy; life-affirming and optimistic character; developed in Europe in the XIV – XVII centuries; the New Age.

V. Insert the missing words and word combinations.

1 The characteristic ... of the philosophy of the ... Renaissance include. 2. The period is opposition to the Church and ... ideology, as well as the denial of ... and God.

3. The Renaissance is a ... in the system of

4. is considered the highest value.

5. This ... of man determined the most important ... Renaissance.

6. the development of individualism in the ... of worldview and a comprehensive ... of individuality in public

7. This a period of ... change in society, when the ... lost its ideological needs.

8. The revival... the renewal of the ... of the culture of ...- ... antiquity.

9. The ... of people on the ... and on the position of a ... in it are changing. 10.... this left a deep ... on the whole character of ... science and philosophy.

11. In the ..., philosophers ... to the Neoplatonic scheme.

12. The predominant ... in philosophy is now the person, his worldview.

13. The ... of the Renaissance (Renaissance) is a ... period from the Middle ... to the ... Age.

14. The philosophy of the ... is a set of philosophical ... that arose and developed in ... in the ... - ... centuries.

15. ... united the anti-church orientation, ... a person, faith in his great ... and ... potential, life-affirming and ... character.

VI. Translate into English the text B «Representatives of the Renaissance» using the dictionary.



Мишель Монтень (1533-1592)

Выдающийся философ и писатель эпохи Возрождения, автор книги «Опыты», в которой с литературной красочностью проводится тонкий анализ душевных переживаний человека. Исходный пункт учения – скептицизм. В отличие от агностицизма скептицизм Монтеня не отрицает познаваемости мира. Монтень считал, что человеку необходимо постоянно совершенствовать своё мышление путём познания закономерностей природы. Высказывал идею равенства всех людей, идеализировал «естественное состояние» человечества, которое нарушил прогресс цивилизации. Считал, что счастье людей возможно лишь при отсутствии сословий и социального неравенства. Главный принцип его морали: человек не должен пассивно ожидать своего счастья, которое религия обещает ему на небесах, он вправе стремиться к счастью в жизни земной.



Николай Кузанский (1401-1464)

Настоящее имя – Николай Кребс; прозвание Кузанский получил из-за места рождения – Куза на Мозеле (1401–1464гг.) – теолог (был кардиналом при папе Пии II), философ, крупный учёный, особенно значимы его исследования в области математики, астрономии и географии. Его считают основателем немецкой философии.

Высказывал идею единства Бога и его проявления в природе. Предлагал гелиоцентрическую систему мира, вселенную считал бесконечной, считается, что его идеи оказали влияние на Джордано Бруно, Николая Коперник и Галилея. Подчёркивал познавательную мощь человека («человек есть его ум»), уподобляя творческие способности божественным. Одной из центральных тем его философии являются сомнения и противоречия

Джордано Бруно (1548-1600)

Итальянский философ, один из последних представителей философии эпохи Возрождения. Придерживался пантеизма, согласно которому Бог отождествляется с мировым целым. Призывал познавать не сверхприродного Бога, а саму природу, являющуюся «Богом в вещах». Разделял гелиоцентрическую теорию Николая Коперника, высказывал идею диалектического единства противоположностей (на бесконечности прямая смыкается в окружность, периферия совпадает с центром, материя сливается с формой). Единицей сущего считал монаду, в деятельности которой оказываются сливной телесное и духовное, объект и субъект. «Монадой монад» является Бог. В этических воззрениях придерживался идеи «героического энтузиазма» и безграничной любви к бесконечности, возвышающей людей.



17 февраля 1600 года был заживо сожжён как еретик на площади Цветов в Риме после 8-летнего заключения.

<https://infotables.ru/filosofiya/1134-filosofiya-vozrozhdeniya#hcq=SomauWs>

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Man is the center of the universe and the goal of all events taking place in the world.

2. Renaissance humanism is the first stage in the development of humanism.

3. The Renaissance individual tends to attribute all his credit to himself.

4. Versatility is the ideal of the renaissance man. Man becomes the creator of himself.

5. In the Renaissance, philosophy again turns to the study of nature.

IX. Make up your own presentation on the topic:” The cult of beauty in the Renaissance”.

[https://ru.wikipedia.org/ Философия_Возрождения](https://ru.wikipedia.org/Философия_Возрождения)

GRAMMAR FOCUSE

THE PERFECT TENSES

The Present Perfect Tense

Grammar Exercises

1. Change the sentences into Present Perfect and translate them.

1. Students are writing a dictation.
2. They are having tea.
3. We are looking for more CDs with good music.
4. Molly is translating a difficult article from German into Russian.
5. I'm telling my friends an interesting story.

2. Complete the sentences using word in brackets.

Model: My friend....*has opened* ... (open) a shop in the village.

1. I (not /do) my homework yet.
2. (you / send) aunt Mary a birthday card yet?
3. Nalini (not/hear) from his brother for two months.
4. We (have) a lot of work to do recently.
5. They(be) in France for two years.

3. Translate into English.

1. Я никогда не видел таких прекрасных картин.
2. Мы только что говорили с деканом о моём новом проекте.
3. Твой друг когда-нибудь был в Волгограде?
4. Студенты недавно успешно сдали сложный экзамен.
5. Где вы были всё это время?

4. Make a sentence. Use the present perfect.

Model: I'm tired. (I / walk / miles) – *I've walked miles.*

1. Emma's computer is working now. (she / repair / it)
2. It's cooler in here now. (I / open / the window)

3. The visitors are here at last. (they / arrive)
4. Mark's car isn't blocking us in now. (he / move / it)
5. We haven't got any new videos. (we / watch / all these)

Present Perfect or Past Simple?

5. Put in the correct verb form.

Model: *I've done* (I / do) all the housework. The flat is really clean now.

A young couple ***bought*** (buy) the house next door. But they didn't live there long.

1. Our visitors (arrive). They're sitting in the garden.
2. There's still a problem with the television. Someone (repair) it, but then it broke down again.
3. (I / lose) my bank card. I can't find it anywhere.
4. The match (start). United are playing well.
5. My sister (run) away from home. But she came back two days later.
6. (We/plant) an apple tree in the garden. Unfortunately it died.
7. Prices (go) up. Everything is more expensive this year.
8. (I / make) a cake. Would you like a piece?

6. Choose the best sentence a) or b).

Model: Have you heard about the woman walking across the US?
– Yes, ***she's reached*** the Rockies.

- a) The walk is continuing ***b) The walk has finished.***
 1. Have you ever played beach volleyball? – Yes, we played it on holiday.
 - a) The holiday is still going on b) The holiday is over.
 2. Did you know old Mr. Blacsmith? – No, I never met him.
 - a) Mr. Blacsmith is probably alive b) Mr. Blacsmith is probably dead.
 3. David Green is a great footballer. – Yes, he's scored 200 goals for United.
 - a) David Green still plays for United b) David Green has left United.

Unit 13. PHILOSOPHY OF THE ENLIGHTENMENT

I. Read and translate the text “The Era of the Enlightenment”.

The Age of Enlightenment is a European ideological movement based on the belief that reason and science are the best help to understand the world and a person.

This period was characterized by active development natural sciences, which was explained by the needs of the new bourgeois society, which replaced feudalism, developing pantheism.

In the philosophy of the Enlightenment, one can distinguish such directions as:

1. deistic;
2. atheistic-materialistic;
3. utopian (communist).

The main problems of the philosophy of this time were as follows: rule, to the doctrines of being and knowledge. Among them:

1. the substance (primary basis) of the universe and its properties;
2. the ratio of material (atoms) and spiritual (monads) units of being;
3. methods and levels of knowledge; causes of misinterpretation, wrong opinion (delusion).

The Age of Enlightenment brought many great names: *Locke John*, G. Leibniz, George, David Hume, Francois Voltaire, *Jean-Jacques Rousseau*, Denis Diderot, Julien Offret La Mettrie, Claude Adrien Helvetius, Paul Henri Holbach, D. Berkeley, *Montesquieu*.

The range of issues that are reflected in their works, mainly represented by the problems of man and society. An exception is Holbach's work "The System of Nature", in which the materialistic doctrine of the world and its properties is developed.

In works Diderot, Helvetius, La Mettrie developed the doctrine of the sensual and spiritual qualities of a person, the mind, as the ability to overcome prejudices and gain knowledge. La Mettrie presented man as a mechanical entity in his work Man the Machine.

Holbach and Helvetius adhered to the mechanistic picture of the world. According to Holbach, there is nothing but matter and its motion, which

is the mode of existence of matter.

Developing the doctrine of society, philosophers criticized the absolute monarchy, developed the concept of civil society, based on the principles of freedom, equality and fraternity (Rousseau).

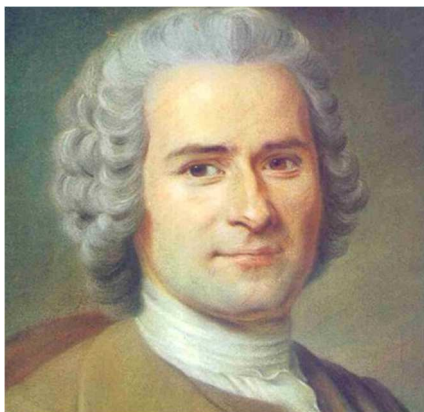
Considerable attention was paid to criticism of religion, the advantages of knowledge over faith were emphasized.

References:



John Locke, (born August 29, 1632, Wrington, Somerset, England–died October 28, 1704, High Laver, Essex), English philosopher whose works lie at the foundation of modern philosophical empiricism and political liberalism. He was an inspirer of both the European Enlightenment and the Constitution of the United States.

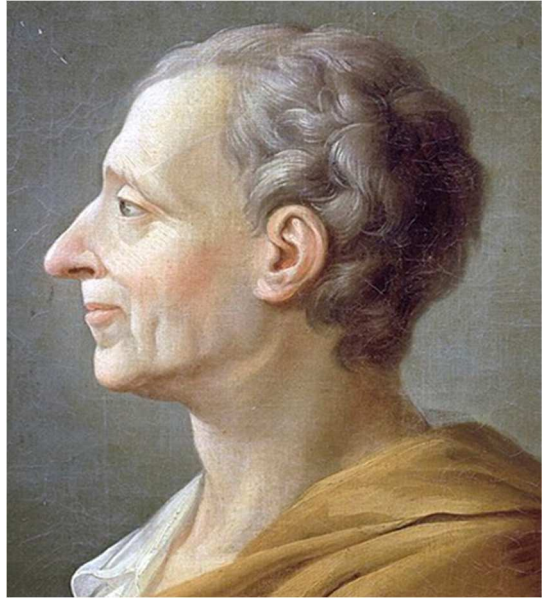
<https://www.britannica.com/biography/John-Locke/Association-with-Shaftesbury>



1. **Jean-Jacques Rousseau**, (born June 28, 1712, Geneva, Switz.–died July 2, 1778, Ermenonville, France), Swiss-French philosopher. His first major work, the *Discourse on the Arts and Sciences* (1750), argued that man is good by nature but has been corrupted by society and civilization; Rousseau's belief in the natural goodness of man set him apart from Roman Catholic writers who, like him, were hostile to the idea of progress. He also wrote music; his light opera *The Cunning-Man* (1752) was widely admired.

<https://www.britannica.com/summary/Jean-Jacques-Rousseau>

3. **Montesquieu**, in full Charles-Louis de Secondat, baron de La Brède et de Montesquieu, (born January 18, 1689, Château La Brède, near Bordeaux, France—died February 10, 1755, Paris), French political philosopher whose principal work, *The Spirit of Laws*, was a major contribution to political theory. Montesquieu's philosophy of history minimized the role of individual persons and events. He expounded the view in *Considerations on the Causes of the*



Greatness of the Romans and their Decline that each historical event was driven by a principal movement. In discussing the transition from the Republic to the Empire, he suggested that if Caesar and Pompey had not worked to usurp the government of the Republic, other men would have risen in their place. The cause was not the ambition of Caesar or Pompey, but the ambition of man.

https://en.wikipedia.org/wiki/Montesquieu#Philosophy_of_history

4. **Paul-Henri Thiry, Baron d'Holbach** (French: [dɔlbak]; 8 December 1723 – 21 January 1789), was a French-German philosopher, encyclopedist, writer, and prominent figure in the French Enlightenment. In 1770, d'Holbach published his most famous book, *The System of Nature* (*Le Système de la nature*), under the name of Jean-Baptiste de Mirabaud, the secretary of the Académie who had



died ten years previously. Denying the existence of a deity, and refusing to admit as evidence all a priori arguments, d'Holbach saw the universe as nothing more than matter in motion, bound by inexorable natural laws of

cause and effect. "There is", he wrote, "no necessity to have recourse to supernatural powers to account for the formation of things."



5. *Claude-Adrien Helvétius*, (born Jan. 26, 1715, Paris, Fr.—died Dec. 26, 1771, Voré, Collines des Perches), philosopher, controversialist, and wealthy host to the Enlightenment group of French thinkers known as Philosophes. He is remembered for his hedonistic emphasis on physical sensation, his attack on the religious foundations of ethics, and his extravagant educational theory.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Deistic; atheistic-materialistic; utopian (communist); ten years previously; to deny; the existence of a deity; to refuse; to admit; evidence; a priori argument; the universe; matter in motion; bound by inexorable natural laws; necessity; recourse; supernatural powers; to account; the Age of Enlightenment; a European ideological movement; based on; the belief; reason and science; characterized by; active development natural sciences; explained by the needs of the new bourgeois society; feudalism; pantheism; to distinguish; the range of issues; to reflect; represented by; the materialistic doctrine; properties; the doctrine; the sensual and spiritual qualities; the ability; to overcome prejudices; to gain knowledge; a mechanical entity; each historical event; the transition from the Republic to the Empire.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

English philosopher; the foundation of modern philosophical; the European Enlightenment and the Constitution of the United States; a

European ideological movement; to understand the world and a person; French thinker; hedonistic emphasis on physical sensation; Rousseau's belief in the natural ; also wrote music; light opera; one can distinguish such directions as; many great names; the range of issues; man and society; "The System of Nature"; world and its properties; the doctrine of the sensual and spiritual qualities of a person; La Mettrie presented man; the mechanistic picture of the world; according to Holbach; existence of matter; the doctrine of society; the concept of civil society; considerable attention; the advantages of knowledge; refusing to admit as evidence all a priori arguments; natural laws of cause and effect; "There is", he wrote, "no necessity to have recourse to supernatural powers... " .

V. Insert the missing words and word combinations.

1. Developing the ... of society, philosophers ... the absolute monarchy.
2. ... developed the concept of ... society, based ... the principles of freedom, ... and fraternity.
3. Considerable ... was paid ... criticism of religion, the advantages of ... over faith ... emphasized.
4. The Age of ... is a European ideological movement based... the belief that ... and science are the best help to understand the ... and a
5. This ... was characterized ... active development ... sciences.
- 6... was explained ... the needs of the ...bourgeois
7. ... replaced feudalism, developing
8. The main... of the philosophy of this ... were as follows: rule, to the doctrines of being and
9. ... and ... adhered to the mechanistic picture of the world.
10. According to ... , there is nothing but ... and its..., which is the mode of ... of matter.
11. French ... philosopher whose principal work, The Spirit of Laws, was a ... contribution to ... theory.
12. Montesquieu's philosophy of ... minimized the ... of individual ... and events.

13. He expounded the ... in Considerations on the... of the Greatness of the

14. ... their Decline that each historical ... was driven ... a principal movement.

15. In discussing the ... from the Republic ... the Empire, he ... that if Caesar and Pompey had ... worked to ... the government of the Republic, other ... would ... in their

16. The cause was ... the ambition of ... or ... , but the ambition of man.

VI. Translate into English the text B «Основные идеи философии эпохи Возрождения» using the dictionary.

Эпоха между Средневековьем и Новым временем носит название Возрождения (или Ренессанса). В этот период (XV - XVI вв.) на фоне распада феодальных отношений в Западной Европе во всех областях культурной и общественной жизни происходят процессы освобождения от диктата церкви, следуют открытия в науке и технике, возникают новые научные дисциплины (анатомия, физиология и др.), появляются первые печатные книги, происходит расцвет искусства.

Философию этого времени отличают ярко выраженный антропоцентризм и гуманизм. Гуманизм – это идейное течение, признающее ценность и значимость человеческой личности, право человека на творчество, свободу и счастье. Телесные потребности, чувственные удовольствия признаются естественными, земная жизнь со всеми ее благами начинает цениться не меньше небесной. Видные представители гуманизма – Данте Алигьери, Франческо Петрарка, Эразм Роттердамский и другие.

В эпоху Возрождения философия вновь обращается к изучению природы. Основой ее понимания является пантеизм – религиозно-философское учение, отождествляющее Бога и природу, растворяющее Бога в природе. Пантеизм лег в основу большинства натурфилософских учений, противостоящих идее о сотворении мира Богом из ничего. Первым пантеистическим философом эпохи Возрождения исследователи считают Николая Кузанского. Кузанский сближает Бога с

природой, приписывая природе божественные атрибуты, и прежде всего бесконечность в пространстве. Величайшим открытием эпохи Возрождения явилась гелиоцентрическая система мира польского астронома Николая Коперника, сменившая существовавшую до того геоцентрическую систему. Согласно учению Коперника, во-первых, Земля вращается вокруг своей оси, чем объясняется смена дня и ночи; во-вторых, Земля вращается вокруг Солнца, помещенного Коперником в центр мира (этим объяснялась смена времен года); в-третьих, Космос бесконечен.

<https://studfile.net/preview/3536023/page:4/>

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. The greatest discovery of the Renaissance was the heliocentric system of the world.

2. Philosophical aspects of the theory of N. Copernicus.

3. Italian thinker Giordano Bruno.
4. The collapse of feudal relations in Western Europe in all areas of cultural and social life.
5. The first printed books, the rise of art.

IX. Make up your own presentation on the topic: “Prominent representatives of humanism - Dante Alighieri, Francesco Petrarch, Erasmus of Rotterdam and others”.

GRAMMAR FOCUSE

The Past Perfect Tense

Grammar Exercises

1. Put these sentences in the question and negative forms.

1. You had studied English before you entered the University.
2. They had arrived at the station by 6 o'clock.
3. James had finished reading the book by last Sunday.
4. I had done my lessons by the time you called me up.
5. The teacher had given the students their homework before the bell rang.

2. Read the situation and write the sentences from the words in brackets.

Model: You went to Sue's house, but she wasn't there.

(she/ go/ out).... ***She had gone out.....***

1. You went back to your home town after many years. It wasn't the same as before. (It/ change/ a lot).
2. I invited Ian to the party but he couldn't come. (He/ arrange/ to do something else).
3. You went to the cinema last night. You got to the cinema late. (the film/ already/begun)

4. It was nice to see Dan again after such a long time. (I/ not/ see/ him/ for five years)

5. I offered my parents something to eat, but they weren't hungry. (They/ just/ have breakfast)

3. Translate into English.

1. Когда вы пришли, я уже перевел весь текст.
2. К тому времени как вы позвонили, гости ещё не собрались.
3. Вы изучали английский перед тем, как поступили на эти курсы?
4. Дождь уже прекратился, когда мы вышли из дома.
5. Сколько страниц этой книги твой брат прочитал к концу прошлой недели?

4. Make the questions to the underlined words.

1. The people went home after they had finished their work.
2. The young man has decided to buy the new vase after the old one had fallen down and broken to pieces.
3. The lecture has begun by the time I entered the room.

Unit 14. PHILOSOPHY OF EARLY MODERN PERIOD

I. Read and translate the text "Philosophy of the Modern Age".

The transition of astronomy from geocentric to heliocentric system of the world, the teachings of *Copernicus* required the ability to see the world and man in a completely new perspective. Man as subject had to look at the world around him and himself from a completely different point of view than before.

The largest representatives of mathematical and experimental science are *Galileo Galilei* (1564 - 1642) and *Isaac Newton* (1643 - 1727). In their work, a new physics was rise, contrary to the Aristotelian tradition.

The philosophy of modern times was under the direct influence of new scientific knowledge.

It solves two main tasks:

1) together with science creates a new mechanistic picture of the world; 2) explores those methods of cognition that allowed the emerging natural science to achieve such important results in the study nature.

The most important representatives of the modern era in philosophy were: Francis Bacon, Rene Descartes, Thomas Hobbes, John Locke and George Berkeley. There are new trends in philosophy, such as as: empiricism and rationalism. Philosophers of the New Age, which began dating back to the 17th century, ambiguously assessed the role of experience and rational thinking in cognitive activity.

English thinker **Francis Bacon** (1561 - 1626) went down in history as the founder of empiricism - a philosophical trend that recognizes sensory experience is the main or even the only source of knowledge based on experience and through experience. The guiding principle for Bacon was (which was later recognized as fundamental by another English philosopher, his follower, D. Locke): "There is nothing in the mind that has not previously passed through the senses". However, Bacon placed at the forefront of cognitive activity not isolated sensory perceptions, but experience based on experiment. According to the thinker, sciences are pyramids, the only based on history and experience.

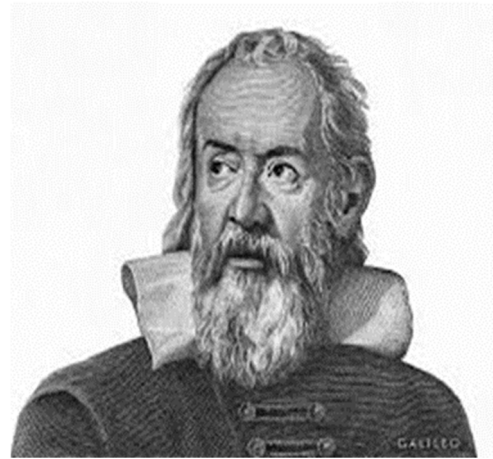
References:



1. **Nicolaus Copernicus** (19 February 1473 – 24 May 1543) was a Renaissance polymath, active as a mathematician, astronomer, and Catholic canon, who formulated a model of the universe that placed the Sun rather than Earth at its center. In all likelihood, Copernicus developed his model independently of Aristarchus of Samos, an ancient Greek astronomer who had formulated such a model some eighteen centuries earlier.

"Little Commentary" was a manuscript describing his ideas about the heliocentric hypothesis. It contained seven basic assumptions.
https://en.wikipedia.org/wiki/Nicolaus_Copernicus

2. *Galileo di Vincenzo Bonaiuti de' Galilei* (15 February 1564 – 8 January 1642), commonly referred to as Galileo, was an astronomer, physicist and engineer. Galileo has been called the "father" of observational astronomy, modern physics, the scientific method, and modern science. Galileo's championing of Copernican heliocentrism (Earth rotating daily and revolving around the sun) was met with opposition from within the Catholic Church and from some astronomers.



https://en.wikipedia.org/wiki/Galileo_Galilei

2. *Sir Isaac Newton* (25 December 1642 – 20 March 1726) was an English mathematician, physicist, astronomer, alchemist, theologian, and author (described in his time as a "natural philosopher") widely recognised as one of the greatest mathematicians and physicists of all time and among the most influential scientists. He was a key figure in the philosophical revolution known as the Enlightenment. His book *Philosophiæ*



Naturalis Principia Mathematica (Mathematical Principles of Natural Philosophy), first published in 1687, established classical mechanics. Newton also made seminal contributions to optics, and shares credit with German mathematician Gottfried Wilhelm Leibniz for developing infinitesimal calculus.

https://en.wikipedia.org/wiki/Isaac_Newton

3. **Francis Bacon**, 1st Viscount St Alban (22 January 1561 – 9 April 1626), also known as Lord Verulam, was an English philosopher and



statesman who served as Attorney General and as Lord Chancellor of England. His works are seen as developing the scientific method and remained influential through the scientific revolution. Bacon has been called the father of empiricism. He argued for the possibility of scientific knowledge based only upon inductive reasoning and careful observation of events in nature.

https://en.wikipedia.org/wiki/Francis_Bacon

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Statesman; Attorney General; Lord Chancellor of England; the scientific method; scientific revolution; the father of empiricism; to argue; careful observation of events in nature; geocentric to heliocentric system; to require; the ability; had to look at; different point of view; mathematical and experimental science; the direct influence of new scientific knowledge; to describe; widely recognized; the most influential scientists; a key figure; first published; seminal contributions to optics; the most important representatives of the modern era in philosophy; new trends in philosophy; dating back to; ambiguously; assessed; cognitive activity.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

An astronomer, physicist and engineer; the scientific method, and modern science; Galileo's championing of; the Catholic Church and from some astronomers; English thinker; sensory experience; the guiding principle; “ ... not previously passed through the senses”; required the

ability; a completely new perspective; man as subject; different point of view; of mathematical and experimental science; contrary to the Aristotelian tradition; under the direct influence of new scientific knowledge; Catholic canon; the Sun rather than Earth; Copernicus developed; eighteen centuries earlier; new trends in philosophy; dating back to the 17th century; role of experience.

V. Insert the missing words and word combinations.

1. In their work, a new ... was rise, ... to the Aristotelian tradition.
2. The ... of modern times was ... the direct ... of new scientific knowledge.
3. It solves...main tasks.
4. Together with science ... a new mechanistic ... of the world.
5. Explores those methods of ... that allowed the emerging ... science to achieve ... important results in the ... nature.
6. The most ... representatives of the modern ... in philosophy were: Francis Bacon,, Thomas Hobbes, and George Berkeley.
7. new trends in philosophy, such as: empiricism and
8. Philosophers of Age, which began dating back ... the 17th century.
9. ... , Bacon placed ... the forefront of cognitive ... not isolated sensory perceptions, but experience experiment.
10. According to the ..., sciences are ..., the only based on ... and experience.
11. an English philosopher and ... who served as Attorney General and as Lord Chancellor of
12. His works as developing the scientific ... and remained influential ... the scientific
13. ... also made seminal contributions to ..., and shares ... with German mathematician Gottfried Wilhelm Leibniz for developing ... calculus.
14. ... was an astronomer, ... and engineer.
15. Galileo the "father" of observational astronomy, modern physics, the ... method, and ... science.

16. Galileo's championing of Copernican ... was ... with opposition from within the ... Church and from some

VI. Translate into English the text B «Рене Декарт. «Правила для руководства ума» using the dictionary.

Этот незаконченный трактат – самое объёмистое из ранних сочинений Рене Декарта. Декарт планировал написать три книги, по 12 правил в каждой, однако он написал лишь 21 правило, причём три последних только озаглавлены. Но и написанные им правила, как видно, не были готовы к печати, о чём свидетельствуют пропуски в тексте и некоторые небрежности в стиле. Вопрос о времени создания «Правил для руководства ума» остаётся дискуссионным. По-видимому, последняя редакция «Правил», благодаря которой они обрели нынешний вид, относится к последним месяцам 1628 года и, возможно, к самому началу 1629 года, то есть ко времени до и после переезда Декарта в Голландию.

ПРАВИЛО I

Целью научных занятий должно быть направление ума таким образом, чтобы он мог выносить твёрдые истинные суждения обо всех тех вещах, которые ему встречаются.

ПРАВИЛО II

Нужно заниматься только теми предметами, о которых наши умы очевидно способны достичь достоверного и несомненного знания.

ПРАВИЛО III

Касательно обсуждаемых предметов следует отыскивать не то, что думают о них другие или что предполагаем мы сами, но то, что мы можем ясно и очевидно усмотреть или достоверным образом вывести, ибо знание не приобретается иначе.

ПРАВИЛО IV

Для разыскания истины вещей необходим метод.

ПРАВИЛО V

Весь метод состоит в порядке и расположении тех вещей, на которые надо обратить взор ума, чтобы найти какую-либо истину. Мы будем строго придерживаться его, если шаг за шагом сведём

запутанные и тёмные положения к более простым, а затем попытаемся, исходя из усмотрения самых простых, подняться по тем же ступеням к познанию всех прочих.

ПРАВИЛО VI

Для того чтобы отделять самые простые вещи от запутанных и исследовать их по порядку, необходимо в каждом ряде вещей, в котором мы прямо вывели некоторые истины из других, усматривать, что в нём является наиболее простым и насколько удалено от этого всё остальное – более, или менее, или одинаково.

ПРАВИЛО VII

Чтобы придать науке полноту, надлежит всё, что служит нашей цели, вместе и по отдельности обозреть в последовательном и нигде не прерывающемся движении мысли и охватить достаточной и упорядоченной эnumerацией.

ПРАВИЛО VIII

Если в ряде вещей, подлежащих изучению, встретится какая-либо вещь, которую наш разум не в состоянии достаточно хорошо рассмотреть, здесь необходимо остановиться и не изучать другие вещи, следующие за ней, а воздержаться от ненужного труда.

ПРАВИЛО IX

Следует целиком обратить взор ума на самые незначительные и наиболее лёгкие вещи и дольше задерживаться на них, пока мы не приучимся отчётливо и ясно усматривать истину.

ПРАВИЛО X

Чтобы стать находчивым, ум должен упражняться в разыскании тех вещей, которые уже были открыты другими, и при помощи, метода обозревать даже самые незамысловатые изобретения людей, но в особенности те, которые объясняют или предполагают порядок.

ПРАВИЛО XI

После того как мы усмотрели несколько простых положений, полезно, если мы выводим из них нечто иное, обозреть их в последовательном и нигде не прерывающемся движении мысли, поразмышлять над их взаимными отношениями и отчётливо представить сразу столь многие из них, сколь это возможно: ведь таким

образом и наше познание становится гораздо более достоверным, и чрезвычайно расширяются способности ума.

ПРАВИЛО XII

Наконец, следует воспользоваться всеми вспомогательными средствами разума, воображения, чувства и памяти как для отчётливого усмотрения простых положений и для надлежащего сравнения искомых вещей с известными с целью познания первых, так и для отыскания тех вещей, которые должны сравниваться между собой таким образом, чтобы не осталась без внимания никакая сторона человеческого усердия.

<https://gtmarket.ru/library/basis/3958>

René Descartes: *Regulae ad directionem ingenii*, 1628. / Рене Декарт: Правила для руководства ума. – Перевод с латинского М. А. Гарнцева. // Рене Декарт. Сочинения в 2 т. – Т. 1. – М., «Мысль», 1989. // Электронная публикация: Центр гуманитарных технологий. – 05.08.2006. URL: <https://gtmarket.ru/library/basis/3958>

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Philosophical direction, whose representatives considered the mind to be the main source of knowledge.

2. What event, in your opinion, directly had a huge impact on the formation of the philosophy of the New Age?

3. Define specific to the philosophy of the New Age forms of knowing the truth.

4. Cognition of the world includes elements of two methods.

5. To become resourceful person, the mind must be trained to seek out those things that have already been discovered by others.

IX. Make up your own presentation on the topic: "Rene Descartes. "Rules for the Guidance of the Mind". (XIII-XXI)."

GRAMMAR FOCUSE

The Future Perfect Tense

Grammar Exercises

1. Put these sentences in the question and negative forms.

1. Trevor and Laura **will have lived** here for four years next April.
2. This chess game is going to last ages. They **won't have finished** it until midnight.
3. **I will have read** this book by the time it's due back to the library.
4. My husband **will have finished** his work by half past eight, so he should be home about nine.
5. Phone me after 8 o'clock. We'll **have finished** dinner by then.

2. Translate into English.

1. Моя сестра вернется домой к 10 часам. Позвоните позднее.

2. К концу сентября мы получим хорошую премию.
3. Я плохо себя чувствую, но к концу недели я выздоровлю.
4. На следующей неделе у меня будет больше времени, так как я сдам все экзамены.
5. Когда мой папа вернется домой, он будет очень усталым.

3. Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

Model: I hope I'll have won lots of prizes before I'm twenty.

1. Perhaps my own exhibition by the age of twenty-five.
2. I wonder if by the time I'm thirty.
3. Maybe by the age of thirty-five.
4. I hope by the age of forty.

4. How good is your maths? Can you work out the answers?

Model: It's quarter to six. Melanie is putting something in the oven. It needs to be in the oven for an hour and a half. When will it have cooked?
It will have cooked at quarter past seven.

1. It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written? He will have written pages.

2. It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. How far will she have travelled to and

from work by the time she gets home on Friday? She will have traveled miles.

3. Matthew is doing press-ups – one every two seconds. How many will he have done after five minutes? He will have done press-ups.

Unit 15. RUSSIAN PHILOSOPHY

I. Read and translate the text “The Phenomenon of World Philosophical Thought”.

Russian philosophy is a phenomenon of world philosophical thought. Its phenomenality lies in the fact that it developed exclusively autonomously, independently, independently of European and world philosophy.

It was not influenced by numerous Western philosophical trends such as empiricism, rationalism, idealism, etc. The foundations of the subject of Russian philosophy are definition of:

- 1). the problem of man,
- 2). the problem of morality and morality,
- 3). problems of choosing the historical path of Russia's development - between East and West,
- 4). problems of power, problems of the state, problems of social justice.

The main question of Russian philosophy is the meaning and purpose of history, where the main theme is man, his fate and life paths, the Russian soul.

A.N. Radishchev played an important role in the development of Russian philosophy. According to A.N. Radishchev a society of free and equal people is social ideal.

Another representative of Russian philosophical thought was *P.Ya. Chaadaev* with a dualistic concept and materialism, where he considered a person as spiritual and physical Start. In the middle of the 20th century, two opposing trends appeared in the philosophy of Russia: Westernizers and Slavophiles.

The main stages of Russian philosophy:

The First is the period of the birth of ancient Russian philosophy and early Christian philosophy of Russia in the IX – XIII centuries. The second is the struggle for liberation from the Mongol-Tatar yoke, formation and development of the centralized Russian state – Moscow, Russia in the XIII - XVII centuries.

There are two main stages in the development of Russian philosophy:

- I. Philosophy the era of Peter's reforms,
- II. The materialistic philosophy of the middle and second half of the 18th century.

The main direction of Russian philosophy of the late XIX - XX centuries were:

- I. The philosophy of the "golden age" (religious philosophy),
- II. Natural science philosophy,
- III. Soviet philosophy,
- IV. The philosophy of Russian abroad.

The main features of Russian philosophy are strong, influence of the Soviet tradition (materialism), renewal, unification its various directions (Soviet, foreign, etc.). To the main directions of philosophy of the 60s - 80s, can be attributed to the problem values; the problem of a new interpretation of Marxism-Leninism, a return to the "*true Marx*", "*true Lenin*".

anticipated and stimulated to a large degree the current Russian transition Russian philosophy is unique in its devotion to the goals of practical transformation of life and society. Intelligentsia is a characteristically Russian phenomenon: in European philosophy, this term refers to a speculative and contemplative capacity of mind, while in Russia it became the name of a powerful social stratum whose specific task was the implementation of general ideas in reality. Intelligentsia attempts to live and act in accordance with philosophical ideas and impose them on society as a whole.

Philosophical thought of the post-Stalin epoch, including such movements as structuralism, personalism, culturology, and religious philosophy, has from totalitarianism to democracy. Demystification of ideology, the freedom of personality, the plurality of cultural languages and

the interaction of different cultures and religions - these are some of philosophical premises of the contemporary democratic transition.

In the beginning of the 20th century, Russian thought, inspired by Ph. M. Dostoevsky, was the first to embrace existentialism as a coherent set of new philosophical ideas. Russian philosophy laid a foundation for the criticism of rationalism, objectification, and "essentialism" - the metaphysics of general laws which was indifferent to individuality. V.V. Rozanov, N.A. Berdyaev and L.I. Shestov anticipated major changes in European thought; they expressed existentialist views twenty or thirty years before existentialism became a leading movement in Western philosophy.
https://www.emory.edu/INTELNET/rus_thought_overview.html

References:

1. ***Alexander Nikolayevich Radishchev*** (31 August 1749 – 24 September 1802) was a Russian author and social critic who was arrested and exiled under Catherine the Great. He brought the tradition of radicalism in Russian literature to prominence with his 1790 novel *Journey from St. Petersburg to Moscow*. His depiction of socio-economic conditions in Russia resulted in his exile to Siberia until 1797.



He also wrote a long treatise, “On Man”, “His Mortality”, “His Immortality”, revered as one of the few great philosophical works of Russia. In it he addresses man's belief in the afterlife, the corporality of the soul, the ultimate redemption of sinners and the faults of materialism.

https://en.wikipedia.org/wiki/Alexander_Radishchev

<https://elib.tomsk.ru/page/9782/>

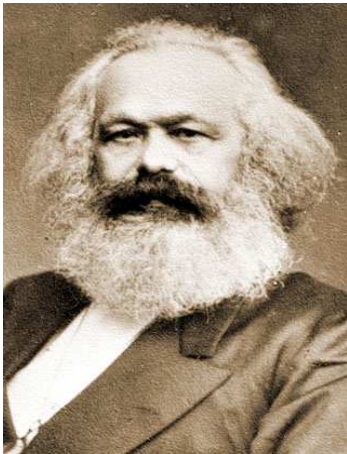


2. *Pyotr Yakovlevich Chaadaev* (May 27 [June 7], 1794, Moscow - April 14 [26], 1856, *ibid*) - Russian philosopher (according to his own assessment - "Christian philosopher") and publicist, declared by the government crazy for his writings, in which he sharply criticized the reality of Russian life. His works were banned for publication in Imperial Russia.

In 1829-1831 he created his main work, *Philosophical Letters*. The publication of the first of them in the magazine "Telescope" in 1836 caused a sharp dissatisfaction with the authorities because of the bitter indignation expressed in it about Russia's excommunication from the "world education of the human race", "spiritual stagnation that impedes the fulfillment of the historical mission destined from above". The magazine was closed, the publisher Nadezhdin was exiled, and Chaadaev was declared insane.

<https://ru.wikipedia.org/wiki/Чаадаев,-Петр-Яковлевич>

<https://www.google.com/search?q=%D0%BF.%D1%8F.%D1%87%D0%B0%D0%B0%D0%B4%D0%B0%D0%B5%D0%B2+%D1%84%D0%B8%D0%BB%D0%BE%D1%81%D0%BE%D1%84%D0%B8%D1%8F&source=lnms&tbn>



3. *Karl Heinrich Marx* (5 May 1818 – 14 March 1883) was a German philosopher, critic of political economy, economist, historian, sociologist, political theorist, journalist and socialist revolutionary. Born in Trier, Germany, Marx studied law and philosophy at the universities of Bonn and Berlin. His best-known titles are the 1848 pamphlet *The Communist Manifesto* and the three-volume *Das Kapital* (1867–1883). Marx's political and philosophical thought had enormous influence on subsequent intellectual, economic, and political history.

https://en.wikipedia.org/wiki/Karl_Marx

https://www.google.com/search?q=marx&source=lnms&tbn=isch&sa=X&ved=2ahUKEwjCpZTW0ur1AhVJIYsKHeoBCxEQ_AUoAXoECAIQAw&biw=1366&bih=657

4. *Vladimir Ilyich Ulyanov* (22 April [O.S. 10 April] 1870 – 21 January 1924), better known by his alias Lenin, was a Russian revolutionary, politician, and political theorist. He served as the first and founding head of government of Soviet Russia from 1917 to 1924 and of the Soviet Union from 1922 to 1924. Under his administration, Russia, and later the Soviet Union, became a one-party socialist state governed by the Soviet Communist Party. A Marxist, he developed a variant of the communist ideology known as Leninism.



https://en.wikipedia.org/wiki/Vladimir_Lenin

<https://www.google.com/search?q=Lenin&source=lnms&tbn=isch&sa=X&sqi=2&ved>

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

A phenomenon; exclusively; autonomously; independently; independently numerous Western philosophical trends ; empiricism; rationalism; idealism; the development of Russian philosophy; a society of free and equal people; social ideal a dualistic concept; two opposing trends appeared ;in Westernizers; Slavophiles; pamphlet; a Russian revolutionary; the Soviet Union; a one-party socialist state; governed by; the Soviet Communist Party; the communist ideology; inspired by; to embrace existentialism; a coherent set of new philosophical ideas; general laws; anticipated major changes in European thought; unique; devotion to the goals; intelligentsia.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Russian revolutionary, politician, and political theorist; governed by the Soviet Communist Party; best-known titles; Marx's political and philosophical thought; declared by the government; the reality of Russian life; banned for publication in Imperial Russia; Russian author and social critic;

depiction of socio-economic conditions; the first to embrace existentialism; indifferent to individuality; major changes in European thought; Russian philosophy; developed exclusively autonomously, independently, independently of European and world philosophy; numerous Western philosophical trends; the meaning and purpose of history; played an important role in the development of Russian philosophy; a society of free and equal people; Another representative of Russian philosophical thought; the middle of the 20th century; Westernizers and Slavophiles; the period of the birth of ancient Russian philosophy; the struggle for liberation; Russia in the XIII - XVII centuries; two main stages in the development of Russian philosophy.

V. Insert the missing words and word combinations.

1. was a Russian author and social critic who was arrested and exiled under Catherine

2. Under his administration, ..., and later the, became a one-party socialist state governed ... the Soviet Communist Party.

3. Born in ..., Germany, ... studied law and philosophy at the universities of Bonn and

4. His best-known ... are the 1848 ... The Communist Manifesto and the three-volume Das ... (1867–1883).

5. His works were publication in Imperial

6. In 1829-1831 he ... his main work, Philosophical

7. Ph. M. Dostoevsky, was the first to embrace ... a coherent set of new philosophical

8. Intelligentsia is a characteristically Russian ... in European philosophy, this term a speculative and contemplative ... of mind.

9. In Russia it became the name of a ... social stratum whose specific ... was the implementation of general... in reality.

10. The main ... of Russian philosophy are strong, ... of the Soviet tradition, renewal, ... its various directions.

11. To the main directions of philosophy of the ...s - ...s, can be attributed to the ... values.

12. The ... is the period of the ... of ancient ... philosophy and early ... philosophy of Russia in the ... – ... centuries.

13. The ... is the struggle for ... from the Mongol-... ..., formation and ... of the centralized ... state – Moscow, Russia in the XIII - ... centuries.

14. Russian philosophy is a ... of world philosophical thought. Its

15. Phenomenality ... in the fact that it developed exclusively autonomously, ... , independently of ... and world philosophy.

16. ... was not influenced ... numerous Western philosophical ... such as empiricism, ... , idealism, etc.

VI. Translate into English the text В «Западники и Славянофилы» using the dictionary.

XIX век – новый, значительный этап развития русской философии. Высшей точкой развития русской общественной мысли в первой четверти XIX века были политические программы, философия и социология декабристов.

Развитие философии в последекабристский период прошло под воздействием диалога между славянофилами и западниками. К нему в той или иной степени имели отношение все русские философы XIX века начиная с 1840-х годов. В этот период русская философия теоретически начала осваивать проблему «Россия и Европа», осмысливать «русскую идею». Основные варианты ее решения предложили как западники (П. Чаадаев, Т. Грановский, В. Белинский, А. Герцен и др.), так и славянофилы (И. Киреевский, А. Хомяков, Ю. Самарин и др.).

Среди западников наиболее выдающимся и уникальным мыслителем, был декабрист П. Я. Чаадаев (1794–1856). Его первое «Философическое письмо» взбудоражило Россию и обессмертило его имя. При

помощи истории он пытался решить основные мучившие его вопросы о причинах отсталости России, существования крепостничества и абсолютизма. Причины эти он связывал с православием, которое шло на поводу у царизма, в то время как католичество было независимо, по его мнению, от власти и государства. Главную задачу России Чаадаев видел в воссоединении ее с другими народами, культурами и с человеческим родом в целом.

Оппонентами П. Чаадаева выступали славянофилы. Славянофильство не было однородным: в него входили как идеологи «официальной народности» А. Шишков, М. Погодин и др., так и те, кто составил его славу, – А. Хомяков, И. Киреевский, Ю. Самарин. Несмотря на значительные расхождения по целому ряду вопросов, славянофилы сходились в главном:

1) в утверждении православной религии важнейшим условием исторического развития России;

2) в мысли, что Запад заканчивает свое историческое развитие и, следовательно, теряет роль лидера в общечеловеческом шествии прогресса;

3) в признании мессианской роли России, которая должна прийти на смену Западу и встать во главе человечества.

Споры западников и славянофилов стали частью истории, но развитие этих двух разных философских, идеологических подходов к проблеме преобразования социальной реальности имеет продолжение и по сегодняшний день. Анализируя взгляды указанных философских направлений, невольно удивляешься тому, что все те вопросы, о которых велась дискуссия в 30 – 50-е годы позапрошлого века, и по сей день остаются в повестке неразрешённых проблем.

<http://nitshe.ru/filosofiya-kratko-55.html>

https://works.doklad.ru/view/RBUYyo_T86E.html

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Features of the emergence of Russian philosophy.

2. The essence of the philosophy of the Slavophiles and Westerners.

3. The essence of the philosophy of unity V.I. Solovyov.

4. Main features of Russian religious philosophy XX century.

5. Philosophy of Russian cosmism

IX. Make up your own presentation on the topic: “Prominent Philosophers of the 20th Century”.

GRAMMAR FOCUSE

The Present Perfect Continuous (Progressive) Tense

Grammar Exercises

1. Write a question for each situation.

1. You meet Sam as he is leaving the swimming pool.

Model: You ask: (you/swim?) ***Have you been swimming?***

2. You have just arrived to meet a friend who is waiting for you.

You ask: (you/wait/long)..... ?

3. You meet a friend in the street. His clothes are completely wet.

You ask: (what/you/do).....?

4. A friend of yours is now working in a supermarket.

You ask: (how long/you/work/there)..... ?

5. The fellow student tells you about his job - he sells computers. You want to know how long.

You ask: (how long/you/sell / computers).....?

2. Translate into English.

1. Как долго вы изучаете испанский язык?

2. Мы живем здесь только год.

3. Дождь идёт с раннего утра.

4. Чем он занимается с тех пор, как мы виделись с ним в последний раз?

5. Я пытаюсь отремонтировать компьютер на протяжении всего дня.

3. Put in the verbs. Use the present perfect continuous.

Ivona: Sorry I'm late.

Model: Emma: It's OK. ... ***I haven't been waiting...*** (I / not / wait) long.

What (I)..... (you/do)?

Nelly: I've been with Mrs. King. (2)..... (she / help) me with my English.

Nelly: Your English is very good. You don't need lessons, surely.

How long (3)..... (you / study) English?

Ivona: Er, eight years now. But my accent wasn't so good before I came to England. (4)..... (I / try) to improve it. I think (5)..... (it / get) better lately.

Nelly: Your accent is fine, Ivona. Honestly.

Unit 16. THE PROBLEM OF CONSCIOUSNESS IN PHILOSOPHY

I. Read and translate the text “ Philosophical Doctrine of Consciousness”.

The problem of consciousness is at the center of interest of all philosophical systems. Consciousness is the essential characteristic of a person and his activities, a special form of regulation of human interaction with the world. The whole set of solutions to the problem of consciousness in philosophy run towards materialistic and idealistic understanding of it.

Idealists and theologians defended the idea of the primacy of consciousness according to relation to matter, while considering the consciousness or spark "Divine Mind" as something that arises in the recesses of the human soul.

Materialism has always regarded consciousness as a reflection world in the human brain, as a function in a special way, organized by matter.

In general terms, the problem of consciousness is the problem of existence and the essence of a spiritual, incorporeal, immaterial substance.

Philosophers called this substance differently in different historical times: soul, world mind, idea, spirit, thinking, absolute spirit, world will, consciousness, but the common belief at all times was that consciousness has special properties that differ from the surrounding material, material world.

Common to most philosophical systems is also the problem of correlation consciousness (spirit, soul) and matter.

Consciousness in the broadest sense of the word inner, spiritual world individual and the spiritual life of society. The philosophical doctrine of consciousness is the methodological basis for solving many of the most important theoretical questions and practical problems.

And this follows from the nature of consciousness and its role in the life of man and society.

Properties of consciousness: ideality is the intangible essence of consciousness. The functions of consciousness include: explanatory, active transformative, communicative, goal-setting, critical.

The irrational component of consciousness (will, intuition, consciousness). On modern approaches to the problem of studying consciousness includes scientific materialism, the approach of the natural sciences and technical disciplines, phenomenology Pure consciousness, cleansed of all layers of being, can be the subject of philosophy.

Philosophical knowledge must investigate consciousness in itself, it is always intentionally, that is, directed at some object, and this object of consciousness is located in consciousness itself as an ideal entity.

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Consciousness; a reflection world; the human brain; the problem of existence; the essence of a spiritual; incorporeal; different historical times; soul; spirit; will; special properties; the problem of correlation; set of solutions; run towards; materialistic and idealistic understanding; to defend; according to relation; the recesses of the human soul; the irrational component of consciousness; modern approaches; scientific materialism; technical disciplines; all layers of being; knowledge must investigate; intentionally; an ideal entity; at the center of interest; the essential characteristic of a person and his activities; a special form of regulation of human interaction with the world.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Properties of consciousness; ideality; the intangible essence; explanatory; transformative; communicative; goal-setting; critical; the irrational component; will; intuition; scientific materialism; the natural sciences; must investigate; itself as an ideal entity; the problem of consciousness; all philosophical systems; the essential characteristic of a person and his activities; run towards materialistic and idealistic; while considering the consciousness; arises in the recesses of the human soul; has always regarded; in the human brain; the problem of existence; differently in different historical times; the surrounding material, material world; the problem of correlation and matter.

V. Insert the missing words and word combinations.

1. On ... approaches to the problem of ... consciousness includes scientific materialism.

2. ... concerns ... the approach of the natural ... and technical disciplines. 3. Phenomenology ... consciousness, cleansed of all layers of being, ... the subject of philosophy.

4. Philosophical knowledge ... investigate consciousness in

5. It is ... intentionally, that is, directed at some

6. This ... of consciousness is ... in consciousness ... as an ideal entity.

7. The ... of consciousness is at ... of interest of all ... systems.

8. Consciousness is the ... characteristic of a ... and his activities.

9. It ... a special ... of regulation of human interaction with the

10. ... of consciousness: ideality is the ... essence of consciousness.

11. The ... of consciousness include: explanatory, ... transformative, communicative, ... -setting,

12. Idealists and ... defended the ... of the ... of consciousness according to relation ... matter.

13. ... has always regarded consciousness as a ... world in the human brain, as a ... in a special way, ... by matter.

14. In general ..., the problem of consciousness is the ... of existence.

15. It is the essence of a spiritual, ... , immaterial

16. Consciousness in the ... sense of the word ..., spiritual world individual and the ... life of society.

17. The philosophical ... of consciousness is the ... basis for solving many of the most important theoretical ... and ... problems.

18. This follows ... the nature of consciousness and in the life of ... and

VI. Translate into English the text B «Сознание в истории философии» using the dictionary.

Сознание как самостоятельное явление и неотъемлемый компонент представлений человека о мире находится в поле зрения философов с древних времен. Однако мыслители древности говорили прежде всего о душе, которой приписывались, с одной стороны, связь с неким высшим идеальным началом, с другой – способность к переживаниям, отражению действительности, восприятию и хранению информации, управлению телом.

Ученые Античности делали несколько больший акцент на разуме, содержание которого образно представляли печатью на воске. Что касается души, то она, по их мнению, могла принадлежать не только человеку, но и животным, деревьям, скалам и т.д. Кроме того, античный человек не сразу в полной мере выделил себя из окружающей природы. Древнегреческие ученые размышляли о космосе, а человек с его сознанием и душой был такой же частью этого космоса, как и все остальные живые и неживые системы. Неотъемлемой частью космоса (природы) было и общество.

В древности проблемы индивидуального сознания, как и самого индивидуального человека, долгое время не возникало. Человека в центр своего внимания впервые поместили софисты и Сократ, а уже Платон выделил в человеческой душе три уровня: рассудительность, вожделение, пыл. Душа, по Платону, – идея, т.е. элемент совершенного мира (мира идей). Аристотель считал, что душа – это развивающаяся сущность, организующая жизнь человека; он выделял три типа души – растительную, животную, душу человека; только последняя обладает рассудком.

Средневековая философия настаивала на прямой связи человеческой души и божественной активности. В материальное тело Бог помещает душу, и этим завершается не только сотворение человека, но и сотворение мира в целом. Таким образом, душа – это то, что в первую очередь говорит о божественном происхождении человека. Трактовка собственно сознания более сложна. С одной стороны, сознание – это отражение окружающего мира и понимание его божественной сущности. С другой стороны, сознание – наказание за грех. Как известно, человек нарушил запрет, согласно которому до определенного момента он не должен был вкушать плоды с древа познания добра и зла. Человек, до того как ему было разрешено, узнал больше, чем ему полагалось. Наказанием стало не только изгнание из рая, но и осознание противоречивости и проблематичности собственного бытия, включенности в несовершенный мир.

Такая трактовка содержит констатацию неудержимого стремления человека к знанию, т.е. к совершенствованию своего сознания, и указание на осознанный (в данном случае неважно с чьей «подачи»), хоть и опрометчивый шаг человека. Также она указывает и на сложность внутреннего мира, сознания человека, в котором постоянно происходит важная для жизнедеятельности работа, борьба.

Следует подчеркнуть, что душа человека и его сознание в трактовке философии Средних веков имеют исключительно идеальные характеристики. Тем самым проводится «окончательное» разграничение между материальным и идеальным. А человек, обладающий материальным телом, определяется прежде всего как существо духовное.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “A”:

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Consciousness as an independent phenomenon and an integral component of a person's ideas about the world.
2. The emergence of a social component in the mind, as well as the emergence of the concept of social consciousness.
3. Representatives of the philosophical school of psychoanalysis.
4. Extraterrestrial origin of consciousness: either divine or cosmic.
5. The Galaxy or the entire Universe is represented by a gigantic mind.

IX. Make up your own presentation on the topic: "Approaches to Understanding Consciousness".

GRAMMAR FOCUSE

THE PASSIVE VOICE

Grammar Exercises

1. Open the brackets.

1. Those magazines (return) to the library yesterday.
2. Why your home task (not/do)?
3. The children (take) to the circus this afternoon.
4. Dictionaries may not (use) at the examination.
5. This room (not/ use) for a long time.

2. Translate into English.

1. Его часто посылают за границу.
2. Телеграмма была получена вчера.
3. Когда будет переведена эта книга?
4. Кому поручили это задание?
5. Мне предложили очень интересную работу.

3. Rewrite these sentences beginning with the underlined words.

Model: Thieves robbed a woman. – *A woman was robbed.*

1. They may ban the film.
2. They offered Nancy a pay increase.
3. We need to correct the mistakes.
4. Someone reported that the situation was under control.
5. They are testing the new drug.

PART II

PRACTICE ASSIGNMENT I

PHILOSOPHY IS A SCIENCE

Check up your knowledge by performing the tests.

1. Questions for discussions.

1. How do you see the difference between philosophy and other sciences?
2. List the areas of knowledge specific to philosophy.
3. Try to summarize these areas and formulate the subject philosophy.
4. What is the difference between materialistic and idealistic approaches in philosophy?
5. Do you admit the existence of a worldview without philosophy and a person without a worldview?

2. Fill in table.

<i>Philosophical discipline</i>	<i>Subject of study</i>	<i>Range of problems</i>
	Philosophy	
Ontology		
		Research, criticism, theory of knowledge
		Values
	Beautiful	

3. Make up a glossary, presenting it in the form of a table.

<i>Term</i>	<i>Content</i>
Materialism	
	Philosophical position, according to which the foundation of the world is seen in some non-material entity (idea, God, consciousness, etc.)

Dualism	
Rationalism	
Irrationalism	
Deism	
Dialectics	
Anthropology	
	Philosophical doctrine of knowledge
Ontology	
	A set of views, principles and uniform representations that determine a common understanding of the world
Religion	
	Philosophical doctrine of being

4. Fill in the table "The main currents of philosophy".

<i>School of thought</i>	<i>Characteristics</i>
	Philosophical trend, which states that the world has one beginning
Дуализм	
	A philosophical trend in which several or many principles are affirmed universe, being

5. Test.

1. Which of the definitions of the worldview, in your opinion, is legitimate?

- a) a system of views on the world as a whole
- b) a complex of human ideas about the world and oneself in it
- c) a set of views that determine the direction of activity man to transform the world

d) all definitions are correct

2. *The system of generalized views on the surrounding reality is:*

a) philosophy

b) worldview

c) science

3. *What is the meaning of understanding philosophy?*

a) this is an explanation, interpretation of information

b) this is a procedure for understanding, revealing the sense, meaning

c) it is the result and process of applying hermeneutics

d) it's all together

4. *What is common between mythological and religious types worldview?*

a) sensory-figurative form of mastering reality

b) abstract-conceptual form of mastering reality

c) theoretical and practical mastery of the surrounding reality

d) all answers are correct

5. *What are the main perspectives of philosophy?*

a) philosophy will soon exhaust itself

b) the role of philosophy will steadily increase in people's lives

c) philosophy will become the lot of only single fanatics

d) philosophy will be preserved only as a worldview

6. *What is the object of philosophical research?*

a) man and his place in the world

b) social structures

c) laws of natural life

d) the world as a whole

7. *Dialectic is:*

a) the science of human thought

b) a general method of knowing the world

c) the doctrine of contradictions

d) all together

8. *What was the main way of understanding the world in the early stage of social development?*

a) religion

- b) philosophy
- c) mythology

9. Choose from the proposed options materialism:

- a) the principle of philosophical inquiry
- b) the doctrine of the materiality of the world
- c) a philosophical direction that affirms the primacy of matter
- d) proclaiming the priority of sensual pleasures

10. Idealism is:

- a) consciousness is inextricably linked with matter
- b) consciousness is a product of matter
- c) consciousness can exist before and independently of matter
- d) consciousness does not always adequately reflect matter

11. How do you understand the relationship between philosophy and ideology?

- a) philosophy and ideology coincide in content
- b) philosophy and ideology are independent of each other
- c) there is always an ideological aspect in philosophy

12. What is the subject of philosophy?

- a) a person
- b) society
- c) to the world
- d) all named above

13. Which of the ancient thinkers introduced the word "philosophy"?

- a) Heraclitus
- b) Democritus
- c) Pythagoras
- d) Socrates

14. The subject of philosophical research is

- a) universal laws and principles
- b) blessing
- c) socio-historical process
- d) laws of thought

15. Who believes that the world is a complex of feelings?

- a) materialists
- b) objective idealists
- c) subjective idealists
- d) all named above

PRACTICE ASSIGNMENT II

PHILOSOPHY OF THE ANCIENT EAST

1. Questions for discussions.

1. Tell us about the history of the origin of the philosophy of the Ancient East.
2. Give a general description of the religious and philosophical teachings of the Ancient East.
3. What is the specificity of Eastern philosophizing?
4. Tell us about the Buddhist concept of nirvana.
5. In what two traditions does the formation of the Eastern philosophizing? Give a general description

2. Make up a glossary, presenting it in the form of a table.

<i>Term</i>	<i>Content</i>
<i>Philosophy</i>	
	Ethical and philosophical doctrine developed by Confucius and developed by his followers, included in the religious complex of China, Korea, Japan and some other countries.
<i>Legalism</i>	
	Doctrine of the Tao or "Way of Things", Chinese Traditional a doctrine that includes elements of religion and philosophy

<i>Moism</i>	
	The stage of initial cosmogenesis in the view of the Chinese philosophy, the acquisition of the greatest division of the two opposite properties
	Religious and philosophical doctrine of spiritual awakening, emerged in the middle of the 1st millennium BC in Ancient India.
<i>Shaktism</i>	
	A religious and philosophical doctrine that arose in India around the 6th century BC. e., which denies authority the Vedas and the supremacy of the hereditary caste of priests
<i>Ontology</i>	
	A set of views, principles and uniform representations that determine a common understanding of the world
<i>Tantra</i>	
	A dualistic philosophy that tries to explain the whole universe and find salvation from suffering, based on two primordial realities - prakriti (matter, nature) and purusha (absolute soul).
<i>Being</i>	

3. Fill in a table.

<i>Philosopher</i>	<i>Features of his philosophy</i>
	Ignoble person is demanding of others, thinks only about his own benefit, is petty, cannot and does not understand, does not know the laws of Heaven, despises Great people, does not listen to Wisdom, ends his life in disgrace. Confucianism had hope first of all, on the moral foundations of man, on his soul and mind. The "golden" rule of ethics: do not do to others what you do not wish for yourself.
<i>Lao Tzu</i>	
	Improvement of society through knowledge. The meaning of the doctrine was in the ideas of universal love and prosperity, everyone should be concerned about mutual benefit.
<i>Shang Yang</i>	

4. Test.

1. Where did the caste system get its classical incarnation?

- a) in China
- b) in India
- c) in Babylon
- d) in Mesopotamia

2. "In ancient Indian philosophy, the doctrine of the eternal cycle life and the law of retribution is ... ": Finish the phrase:

- a) yoga
- b) Tao
- c) karma

3. "Samsara" is:

- a) an eternal series of deaths and new births of everything that exists
- b) liberation from reincarnation through a righteous life
- c) the ability to incarnate as a god as the ultimate goal and meaning the life of any individual
- d) the wheel as a symbol of the shape of the universe

4. "Moksha" is:

- a) the law of retribution for any action
- b) the need to carefully fulfill the duty of one's varna
- c) liberation from reincarnation through a righteous life
- d) external circumstances beyond human control

5. The concept of "Confucianism" means:

- a) religious-mystical system
- b) materialistic philosophy
- c) ethical-political philosophy
- d) the doctrine of the afterlife

6. The form of government of Ancient China:

- a) democracy
- b) ochlocracy
- c) eastern despotism
- d) oligarchy

7. "Zhen" is:

- a) selfishness;
- b) indifference
- c) humanity
- d) misanthropy

8. Select the provisions that are characteristic of Confucianism.

- a) the individual was considered the highest value
- b) it is necessary to follow a strict order, norms, including etiquette
- c) the state is a large family, where the sovereign is both the "Son of Heaven", and "father and mother of the people".

9. The founder of Taoism is considered:

- a) Confucius
- b) Mo Tzu
- c) Lao-tzu

10. Specify the social structure that is the basis of the Asian mode of production:

- a) feudal estate
- b) pastoral community
- c) city-state (polis)
- d) agricultural community

11. What are the Vedas?

- a) one of the main philosophical concepts of ancient India
- b) a powerful and influential religious and philosophical system in India
- c) a magic formula that has an internal power of influence
- d) the oldest written (late II - early 1st millennium BC) monuments of Indian culture

12. "I promise to save all those who suffer, no matter how many there are." In what religious and philosophical direction of the ancient East was this oath appear?

- a) Buddhism
- b) Taoism
- c) yoga
- d) Confucianism
- e) Vedanta

13. Unlike Vedic philosophy, Buddhism sees the possibility of getting rid of rebirth in:

- a) strict observance of rituals
- b) awareness of the illusory nature of one's "I"
- c) daily recitation of mantras
- d) humility of the flesh

14. The main ethical principles of Taoism are:

- a) principles of non-action and spontaneity
- b) principles of moral anarchism and inaction
- c) the principles of non-violence and forgiveness
- d) principles of individualism and hedonism

15. Tao is seen as:

- a) primary element
- b) world substance and at the same time the law of being
- c) cosmic intelligence
- d) supreme deity.

PRACTICE ASSIGNMENT III

ANCIENT PHILOSOPHY

1. Questions for discussions.

1. How the problem of the relationship between philosophy and religion was solved by representatives of ancient philosophy?
2. What is the essence of Platonic teachings about ideas?
Prove the methodological and philosophical elements.
3. What is the essence of the social - philosophical teachings of Aristotle?
4. How can you explain the meaning of this saying "you can't step twice into the same river"?
5. What is the essence of the concept of personality of Augustine the Blessed?

2. Make up a glossary, presenting it in the form of a table.

<i>Term</i>	<i>Content</i>
<i>Миф</i>	
	Философия древних греков и римлян
<i>Полис</i>	
	Мировая душа, закон, смысл
<i>Материя</i>	
<i>Космоцентризм</i>	
<i>Натурфилософия</i>	
<i>Натурфилософия</i>	
<i>Метафизика</i>	
<i>Атомизм</i>	

3. Fill in a table.

<i>Philosopher</i>	<i>The Problem of Arche</i>
Anaximander	Apeiron
Heraclitus	
	Number
Thales	
	Air
Parmenides	
	Earth, fire, air, water
Anaxagoras	
Democritus	Atoms

4. Test.

1. What is the name of the first Greek philosophers?

- a) mathematicians
- b) "philologists"
- c) physicists
- d) "politicians"

2. The first philosophical school of Ancient Greece:

- a) eleic
- b) Pythagorean
- c) Aristotelian
- d) Milesian

3. Who are natural philosophers?

- a) philosophy of nature
- b) a synonym for materialism
- c) one of the philosophical categories
- d) a way of knowing the objective world

4. How did the first philosophers imagine the natural principle?

- a) as a physical substance
- b) as a certain element

- c) as the body of the first sacrifice
- d) as a reification of the original idea

5. What statement belongs to the philosopher Thales?

- a) "Know thyself"
- b) "Everything is from the water"
- c) "Everything flows"

6. What did Anaximenes consider to be the fundamental principle of everything?

- a) number
- b) fire
- in water
- d) air

7. What, according to Heraclitus, was the cause of all things?

- a) fire
- b) water
- c) number

8. Which ancient Greek philosopher stated that "everything is number"?

- a) Zenone
- b) Pythagoras
- c) Heraclitus

9. Which of the philosophers first formed dialectical principles for the development of the world?

- a) Heraclitus
- b) Socrates
- c) Anaximander

10. Which philosopher considered being a symbiosis of atoms and emptiness?

- a) Socrates
- b) Aristotle
- c) Democritus

11. What was the number in the understanding of Pythagoras?

- a) Pythagoras saw in number a means for mathematical constructions

- b) Pythagoras used number to study musical harmony
- c) Pythagoras relied on esoteric Eastern sources
- d) Pythagoras made the number the goal of research

12. What Democritus considered the origin of everything, the essence of being?

- a) water
- b) air
- c) atoms
- d) apeiron

13. What is the main criterion of virtue according to Greek thinkers?

- a) truth
- b) true
- c) measure
- d) unlimited

14. How did Democritus understand being?

- a) being is known by the senses, not by the mind
- b) being is the being of atoms
- c) being - is known in concepts
- d) being is one

15. What is an ancient Greek policy?

- a) the capital of ancient Greece
- b) unification of the metropolis and its colony
- c) city-state, civil community

PRACTICE ASSIGNMENT IV

PHILOSOPHY OF THE MIDDLE AGES

1. Questions for discussions.

1. What is the general philosophical significance of Augustine's reasoning about time?

Why does he say that the human mind is inevitable falls into paradoxes?

2. Explain the ontological and epistemological meaning of the most important problems of the philosophy of the Middle Ages and the basic principles (creationism and revelation) of their solution.

Explain how the Neoplatonists (Plotinus, Porfiry) solved this problem.

3. How are the concepts of "reflection", "soul", "subjectivity", "I" interrelated in the philosophical system of Thomas Aquinas?

4. Characteristic features of the philosophy of the Middle Ages are scholasticism, formalism, dogmatism.

Explain the philosophical meaning these terms, their modern meaning.

2. Make up a glossary, presenting it in the form of a table.

<i>Term</i>	<i>Content</i>
<i>Religion</i>	
	The branch of Christian theology concerned with the justification of doctrine by rational means.
<i>Patristics</i>	
	Systematic European Medieval Philosophy, centered around universities and representing a synthesis of Christian (Catholic) theology and the logic of Aristotle.
<i>Thomism</i>	

3. Test.

1. What does the concept of "dogmatism" mean?

- a) blind faith in authority
- b) schematically - a ossified way of thinking
- c) the doctrine or its individual provisions
- d) proof of the existence of God

2. What features characterize such a direction of Medieval Philosophy as nominalism?

- a) universals exist outside and before all things
- b) neither things nor concepts have true reality
- c) general concepts are only names and are formed by our mind
- d) only general concepts or universals have true reality

3. Who is the author of the book "The City of God"?

- a) Augustine
- b) Arnobius
- c) Thomas Aquinas
- d) Cyprian

4. Indicate the science that was considered the most important in the Middle Ages.

- a) epistemology
- b) logic
- c) theology
- d) ontology

5. The initial stage of Medieval Religious Philosophy is

- a) Thomism
- b) scholasticism
- c) rationalism
- d) patristics

6. Until the 9th century, medieval philosophy is predominantly influenced by

- a) Plato
- b) Aristotle
- c) Pyrrho
- d) Democritus
- e) all answers are correct

7. The basis of Tertullian's methodological paradox is the following idea:

- a) faith must be based on the evidence of reason
- b) reason must stop where faith begins
- c) the characteristic of true reality is inconsistency
- d) reality is unknowable under no circumstances.

8. Within the framework of early patristics, apologetics acts as

- a) a philosophical genre that defends Scripture from pagan criticism
- b) a system of paradoxical texts that provoke theological thought
- c) an attempt to rethink the Scriptures
- d) apocryphal literature

9. What aspect of Plato's teaching was adopted by the theology of the early Middle Ages?

- a) the doctrine of Eros
- b) the doctrine of ideas
- c) the doctrine of the soul
- d) the doctrine of the state

10. Augustine's work on the correlation of secular and spiritual power, as well as historical teleology, is called

- a) "The Sum of Theology"
- b) "Consolation of Philosophy"
- c) "About the City of God"
- d) "On Free Decision"

11. What is theology?

- a) doctrine of God
- b) genealogy of the gods
- c) the doctrine of the Logos

12. The problem of universals reflects the conflict between cognitive attitudes

- a) Plato and Aristotle
- b) Socrates and the Sophists
- c) Parmenides and Heraclitus
- d) Plato and Democritus

13. *The problem of universals is of scientific importance because*

- a) defines the rights and limits of thinking
- b) promotes the development of logic
- c) develops linguistic knowledge
- d) raises the question of the status of the universal

14. *What is the name of an outstanding medical thinker of the past, who became famous for his "Canon of Medicine" - "medical bible." In Europe, this guide was used for 700 years.*

- a) Hippocrates
- b) Galen
- c) Avicenna
- d) Nizami

15. *Five proofs of the existence of God developed:*

- a) Thomas Aquinas
- b) Ibn Sina
- c) St. Augustine
- d) Averroes

PRACTICE ASSIGNMENT V

PHILOSOPHY OF THE RENAISSANCE

1. Questions for discussions.

1. Is there a difference between Renaissance humanism and humanism antiquity?

2. What is the fundamental difference between Machiavellianism and all previous social teachings?

3. What does the term "humanism of the philosophy of the Renaissance" mean?

4. What does the term "anthropocentrism of the philosophy of the Renaissance" mean?

5. What were the magical teachings of the Renaissance that influenced philosophy?

2. Fill in a table.

Stage	Authors Of Major Philosophical Concepts	Main Interest
		Humanism
XVII century		Clear ideas and deductive constructions
XVIII century	Kant	
	Hegel	
XIX century		Criticism of "reasonable" values

3. Make up a glossary, presenting it in the form of a table.

Term	Content
	Philosophy of nature, a speculative interpretation of nature, considered in its entirety.
Humanism	
	The direction in literature and art that has developed in last third of the 19th century in Europe and the USA;
Anthropocentrism	
	Genre of fiction close to scientific fiction, describing the model of the ideal, from the point view of the author, society. Unlike dystopia, it is characterized by the author's belief in the impeccability of the model.
Natural Law	Objective reality viewed from the outside its internal unity, the ultimate foundation, which allows reducing the sensory diversity and variability of properties to something constant, relatively sustainable and independent

4. Test.

1. Representatives of the philosophy of the Renaissance:

- a) F. Bacon, R. Descartes, J. Locke
- b) F. Aquinas, P. Abelard, D. Scott
- c) Democritus, Heraclitus, Zeno
- d) N. Kuzansky, J. Bruno, N. Copernicus

2. Founder of the heliocentric system of the world, representative of the philosophy of the Renaissance:

- a) Ptolemy
- b) N. Copernicus
- c) Archimedes
- d) Laplace

3. In the Renaissance, a person is understood as:

- a) social being
- b) a thinking being
- c) a social creation endowed with a soul
- d) creator, artist

4. A characteristics feature of philosophical thinking in the era Renaissance:

- a) instrumentalism
- b) pantheism
- c) atheism
- d) dualism

5. The main trend in the thinking, ideology and culture of the Renaissance:

- a) obscurantism
- b) fight against anthropocentrism
- c) the transition from theocentric to anthropocentric understanding of the world
- d) striving for a peaceful existence

6. Type of philosophical outlook, in the center of which is the problem of man:

- a) theocentrism
- b) hylozoism

- c) realism
- d) anthropocentrism

7. *The Renaissance philosopher, who is called the "father of humanism" is:*

- a) Nicholas of Cusa
- b) Francesco Petrarch
- c) Leonardo da Vinci
- d) Giordano Brun

8. *At an early stage of social development, the main way to understand the world was:*

- a) religion
- b) philosophy
- c) mythology

9. *In his theory of knowledge, F. Bacon adhered to the concept:*

- a) absolute truth
- b) dual truth
- c) unattainable truth
- d) conventional truth

10. *According to most historians of philosophy, F. Bacon was the ancestor of the European:*

- a) idealism and stoicism
- b) objectivism and skepticism
- c) empiricism and materialism
- d) panmathematism

11. *The main working method of F. Bacon is:*

- a) induction
- b) dialectic
- c) analysis

12. *The initial principle of Descartes' philosophizing:*

- a) intuition
- b) doubt
- c) enlightenment
- d) logic

13. Before declaring "I think, therefore I am",

Descartes stated:

- a) "I believe because it's ridiculous"
- b) "love moves the sun and luminaries"
- c) "everything should be doubted"
- d) "knowledge is power"

14. Descartes recognized the existence of

- a) one substance - matter
- b) two independent substances - thinking and extension
- c) only the facts of sensory perception
- d) one substance with two attributes: time and space

15. The main attribute of matter, according to Descartes, is:

- a) divisibility
- b) eternity
- c) length
- d) variability

PRACTICE ASSIGNMENT VI

PHILOSOPHY OF THE ENLIGHTENMENT

1. Questions for discussions.

1. What is the important role in the knowledge of the world and man, according to the philosophers of the Enlightenment? Do you share their point of view?

2. How did the thinkers of the Enlightenment understand the slogan "Freedom, equality and Fraternity"?

3. Tell us about the main problems of the philosophy of the Enlightenment.

4. Name and explain the three main directions of the philosophy of the Enlightenment. Which one do you like best and why?

5. Tell us about the attitude of philosophers of the Enlightenment to religion? Prove their point of view.

2. Make up a glossary, presenting it in the form of a table.

Term	Content
	Philosophical doctrine that identifies God and the world.
<i>Matter</i>	
	A term used in philosophy to designate the simplest element, the indivisible part of being.
<i>Deism</i>	
	Godlessness. A belief system that rejects religious belief in the supernatural. Substance.

3. Test.

1. What direction did Voltaire follow?

- a) atheism
- b) pantheism
- c) theism
- d) deism

2. What were the philosophers Diderot, La Mettrie, Holbach?

- a) deism
- b) idealism
- c) pantheism
- d) materialism
- e) atheism

3. Is it true that the French enlighteners considered the main mind engine?

- a) yes
- b) no

4. Montesquieu thought that "the power to make laws, the power to enforce the decrees of the state character and power to judge crimes or litigation of private persons" you need:

- a) give into the hands of the monarch

- b) split
- c) concentrate in the hands of the legislature
- d) give to the church

5. Based on what principles did the Enlightenment philosophers proposed to transform the world?

- a) faith and reason
- b) reason and justice
- c) love and friendship
- d) faith and intuition

6. What did the French Enlighteners consider as a criterion for the progress of society?

- a) The level of development of the productive forces of society.
- b) The degree of perfection of the mind.
- c) The degree of democracy of the political system
- d) The level of religiosity of society

7. What is characteristic of the philosophy of the Enlightenment?

- a) atheism
- b) religiosity;
- c) attention to social issues;
- d) the predominance of problems of ontology and epistemology

8. Why were the French Enlightenment called “Encyclopedists”?

- a) for huge encyclopedic knowledge;
- b) for compiling the “Encyclopedia of Sciences, Arts, Crafts”;
- c) for the habit of thinking in his works too a lot, even on easy questions

9. Who most thoroughly explained the idea of social progress based on the improvement of the mind?

- a) Voltaire
- b) Diderot,
- c) Condorcet
- d) Montesquieu.

10. Are the philosophers of the Enlightenment the creators of the system of laws and categories of dialectics?

- a) yes
- b) no

11. Who adhered to the position that there is no accident in nature, do all events have a cause?

- a) Voltaire
- b) Diderot
- c) Lametrie
- d) Holbach

12. What, according to Rousseau, is the main cause of social inequality?

- a) private property
- b) power
- c) good manners
- d) education

13. What is the position of Holbach in the "System of Nature":

- a) materialistic
- b) idealistic,
- c) dualistic
- d) agnostic

14. Representatives of the philosophy of the French Enlightenment were:

- a) Holbach
- b) Hegel
- c) Helvetius,
- d) Campanella
- e) Schelling

15. Supporters of what position were the French Enlighteners?

- a) materialistic
- b) idealistic
- c) dialectical
- d) skeptical

PRACTICE ASSIGNMENT VII

PHILOSOPHY OF THE NEW TIME

1. Questions for discussions.

1. What event, in your opinion, directly had a huge impact on the formation of the philosophy of the New Age?
2. Define specific to the philosophy of the New Age forms of knowing the truth?
3. Find out the main contradictions between empiricists and rationalists.
4. Explain what is the main difference between the views of Francis Bacon and Thomas Hobbes?
5. What contribution did philosophy make to the formation of a social worldview in the era of modern times?

2. Fill in a table.

<i>Representatives</i>	<i>Proceedings</i>	<i>Approach</i>	<i>Abstracts</i>
Francis Bacon (1561-1626)	"New Organon"		Criticism of traditional philosophy. The theory of idols.
Rene Descartes (1596-1650)		Rationalistic Traditionalism.	Methodological doubt. Principle "I think, therefore I am." Rules of method.
Thomas Hobbes (1588-1679)		Rationalist.	Initial Concept of movement. The state of "war of all, against all".

John Locke (1632-1704)	"Two treatises about the government, "The Experience of Tolerance" "The experience of human mind."		He formulated the foundations of empiricism, developed a sensationalist theory of knowledge. The boundaries of the human knowledge.
John Locke (1632-1704)	"Two treatises about the government, "The Experience of Tolerance" "The experience of human mind."		He formulated the foundations of empiricism, developed a sensationalist theory of knowledge. The boundaries of the human knowledge.
George Berkeley (1685-1753)		Ideological empiricism.	Sensual impression-basis knowledge. The cult of the mind.

3. Make up a glossary, presenting it in the form of a table.

<i>Term</i>	<i>Content</i>
<i>Empiricism</i>	
<i>Rationalism</i>	Philosophical direction, whose representatives considered the mind as the main source of knowledge.
<i>Cognition</i>	
	The result of the process of cognition of reality.

	This is an area of thought that focuses on morality, ethics (as a theory of morals) and morality (as normative and descriptive ethics).
<i>Imperative</i>	
	Branch of philosophy, normative science of forms, methods and laws of intellectual cognitive activity, formalized in a logical language.
<i>Idealism</i>	Direction in philosophy, proceeding from the primacy of consciousness, spirit, mental in relation to matter, nature, physical.
<i>Sensationalism</i>	
	Mental process of pattern modeling the world around on the basis of axiomatic provisions.
	Many views, assessments, principles that determine the most general vision, understanding of the world, the place of a person in it, as well as life positions, programs of behavior, people's actions.
<i>Tradition</i>	

4. Test.

1. Which of these people proposed an astronomical model with Sun as the center of the planetary system?

- a) Aristotle Ptolemy
- b) Galileo Galilei
- c) Nicolaus Copernicus
- d) Isaac Newton

2. What was the name of one of the main scientific works of Francis Bacon?

- a) Leviathan
- b) "Two treatises on government"
- c) "New Organon"
- d) "Metaphysical reflections"

3. Name the philosophical trend whose representatives was the mind the main source of knowledge?

- a) empiricism
- b) rationalism
- c) constructivism
- d) traditionalism

4. Which of these philosophers developed the sensational theory of knowledge?

- a) John Locke
- b) Thomas Hobbes
- c) Nicolaus Copernicus
- d) George Berk

5. "Penetrated into the human soul with the help of various philosophical doctrines due to the worst rules of proof." What idols are Francis Bacon talking about?

- a) "idols of the square or market"
- b) "idols of the theater"
- c) "idols of the family"
- d) "idols of the cave"

6. What was the only, reliable method of knowing the world according to Descartes?

- a) physics
- b) mathematical deduction
- c) the power of the mind
- d) empirical experience

7. Who is the author of this statement: "The world as will, the world as a representation"?

- a) G. W. F. Hegel
- b) A. Schopenhauer
- c) I. Kant
- d) L. Feuerbach

8. What theory did T. Hobbes consider?

- a) the theory of social progress
- b) the theory of "idols"

- c) the theory of socio-economic formations
- d) social contract theory

9. Representative of what trend was R. Descartes?

- a) monism
- b) pluralism
- c) dualism
- d) idealism

10. What aspect of social life did L. Feuerbach consider as alienation of the best aspects of human essence?

- a) idealistic dialectic
- b) materialistic dialectics
- c) anthropologism
- d) anti-clericalism.

PRACTICE ASSIGNMENT VIII

RUSSIAN PHILOSOPHY

1. Questions for discussions.

1. What are the features of the emergence of Russian philosophy?
2. What is the essence of the philosophy of the Slavophiles and Westernizers?
3. Explain the essence of the philosophy of unity V.I. Solovyov.
4. Define the main features of Russian religious philosophy XX century.
5. What is the essence of the philosophy of Russian cosmism?

2. Make up a glossary, presenting it in the form of a table.

<i>Term</i>	<i>Content</i>
<i>Anthropocentrism</i>	
<i>Unity</i>	
	Branch of philosophy that studies problems of nature's knowledge and its possibilities.

<i>Dialectics</i>	
<i>Hesychasm</i>	
	A trend in Russian philosophy, characterized by the formulation of the problem of the relationship and mutual influence of man and the cosmos.
<i>Beauty</i>	
<i>Local historical type</i>	
	A set of theological and philosophical doctrines, comprehending the practice of immediate unity with the absolute (God, higher mind, etc.).
<i>Noosphere</i>	
<i>Common cause</i>	
	A category of ancient Russian philosophy, which combines the concepts of truth, justice, law.
<i>Symbolism</i>	
<i>Conciliarity</i>	
	In the philosophy of the "Silver Age" a term denoting the wise co-creation of man and God.
<i>Sofia</i>	
	An ideal model of a social structure, fundamentally unrealizable in reality.
<i>Existentialism</i>	

3. Test.

1. Which of the sections of philosophy do Russian thoughts pay special attention to?

- a) ontology
- b) epistemology
- c) historiosophy

2. Which of the following are typical of Russian civilization?

a) Byzantium had a great influence on its formation, including including connection with the adoption of Christianity

b) in the history of Russia there is a constant process of expansion geographical space, development of new lands

c) the state played an important role in the development of society

d) all of the above

3. *Mark the characteristic features of Russian philosophy*

a) strong susceptibility to religious influence

b) a specific form of expression of philosophical thoughts - artistic creativity, literary criticism, journalism

c) the big role of problems of morality and ethics

d) all of the above

4. *The foundations of the subject of Russian philosophy were:*

a) human problem

b) problems of morality and ethics;

c) problems of choosing the historical path of Russia's development

d) the problem of social justice

e) all of the above

5. *A supporter of which direction was M.V. Lomonosov?*

a) mechanistic materialism

b) dialectical materialism

c) religious idealism

d) dialectical logic

6. *What problems did A.N. Radishchev pay attention to?*

a) epistemology

b) morality and morality

c) socio-political philosophy

d) cosmism

7. *What features are characteristic of original Russian philosophy?*

a) understanding of objective reality

b) critical understanding of Russian reality

c) cosmism

d) all definitions are correct

8. What idea underlies the philosophy of the Slavophiles?

- a) worship everything western
- b) love for the Slavic nation
- c) the identity of Russia's development
- d) the inevitability of Russia's development along the Western path

9. Which of the following phrases characterizes the activities of Peter

Chaadaev:

- a) spoke with critical views on Russian history, statehood and culture
- b) became the founder of the philosophical direction "Cosmism"
- c) is the author of the concept - "Moscow - the third Rome"

10. In the philosophy of the Slavophil Khomyakov, the key concept is:

- a) life
- b) conciliarity
- c) unity
- d) Russian idea

11. Which of the following refers to Westerners?

- a) A.I. Herzen
- b) P.Ya. Chaadaev
- c) A.S. Khomyakov
- d) K. Aksakov

12. Name the first critic of Slavophilism in Russia?

- a) A.N. Radishchev
- b) P.Ya. Chaadaev
- c) M.A. Bakunin
- d) A.I. Herzen

3. What were the main directions in the philosophy of P.Ya.

Chaadaeva?

- a) human philosophy
- b) the problem of knowledge
- c) philosophy of history

- d) the theme of power and the state

14. According to the Slavophiles, the basis of the historical existence of Russia are:

- a) orthodoxy
- b) communal way of life
- c) conciliarity
- d) collectivism
- e) individualism

15. Whome of the Russian thinkers owns the idea of "Russian socialism"?

- a) Bakunin
- b) Mikhailovsky
- c) Herzen
- d) Berdyaev
- e) Lavrov

CONCLUSION

Современная жизнь диктует нам свои условия, одно из которых – необходимое знание иностранного языка, в частности английского.

Когда вы изучаете иностранный язык, запоминаете новую информацию, ваша память работает лучше. В эру информационных потоков важно тренировать свой мозг и изучение иностранных языков – отличный способ развития и совершенствования своих навыков.

Дисциплинарное толкование философии включает совокупность идей и течений, проблемное поле таких дисциплин, как онтология, гносеология, этика, социальная философия и ряда других. При этом философия выступает как практика мышления, применяемая к различным объектам действительности, включающая непосредственное участие самого человека в ней. В этой связи в процесс изучения философии на первый план выходит формирование культуры мышления, освоение инструментария, позволяющего осуществлять рефлексию различных жизненных ситуаций, связанных с человеком.

В процессе работы над учебным пособием ставилась цель: сформировать у студентов интерес к фундаментальным мировоззренческим знаниям посредством формирования понимания методологических основ научного познания, философских оценок исторических событий и фактов действительности в усвоении законов исторического и общественного развития.

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