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АНГЛИЙСКИЙ ЯЗЫК

**для бакалавров
историков и социологов 2 курса**

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Предназначено для студентов бакалавров по направлению «История» и «Социология», но может также быть использовано на практических занятиях по английскому языку со студентами других общественных специальностей, таких как «Государственное и муниципальное управление», «Политология», «Социальная работа» и др. Может использоваться как для работы в группах студентов магистров, так и для самостоятельной подготовки студентов как очного, так и заочного отделения.

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Предисловие

Цель данного издания – развитие навыков чтения и понимания текстов по специальности, коммуникативных умений, различных видов речевой деятельности. Представленные тексты носят общественно-исторический характер, они насыщены лексикой, связанной с исследовательской работой в области истории и социологии.

Издание состоит из девяти уроков, каждый из которых имеет четкую структуру. Работа над текстом *A* предполагает подробное изучение представленной информации, выполнение адекватного перевода, совершенствование навыков чтения, овладение новыми лексическими единицами. Послетекстовые упражнения нацелены на отработку навыков говорения, формулирования мыслей и доводов на иностранном языке, установление четких соответствий между английскими и русскими выражениями профессионального характера.

Работа над текстом *B* предполагает не только развитие навыков чтения, перевода и активизацию словарного запаса студентов, но дает хороший материал для обсуждения, анализа и аннотирования на английском языке. В издании также представлены тексты, направленные на отработку поискового чтения и интеграцию профессиональных знаний в процесс изучения иностранного языка.

Некоторые упражнения актуализируют и развивают навыки перевода с русского на иностранный язык.

Большинство заданий представлены на английском языке, что помогает созданию языковой обстановки на занятиях.

Составитель.

Unit 1



Task 1. Read and translate the text.

Text A. The Last Fortress of Civilization.

At the beginning of the Middle Ages, on the shore of the Bosphorus Strait, the mighty walls and golden domes of Constantinople rose. This city was called the New Rome. While the Arabs did not have a fleet, Constantinople was impregnable. But the Arabs built a fleet, thousands of peasants worked at shipyards and hundreds of high-speed galleys were created. Since 664, Arabs for 14 years were continually attacking Constantinople from land and sea. The defenders of the city had already lost hope when Master Killinik of Syria was able to re-discover the “Greek fire”, a self-igniting liquid, due to which, in ancient times, the fleet of Antony and Cleopatra had been burned. In 678, the Arabs fled in horror from the walls of Constantinople. However, in 717 a huge army again besieged the New Rome. During the siege, people suffered a great famine, but the fleet that arrived was again burnt with “Greek fire”. Eventually the Muslims retreated.

The last fortress of civilization resisted the attacks of the barbarians. The Old Rome had long been destroyed, as well as the capitals of the empires of Iran, India, China. Emptied fields and burnt villages were seen everywhere, but Constantinople stood firm. After heavy sieges, only a small part of the former population remained in the city, many parts of the city were emptied, the grass grew on the streets, the aqueduct, through which water arrived, was destroyed. However, the surviving inhabitants still called themselves the Romans, and their country – the Roman Empire.



Notes:

dome – купол

shipyard – верфь

a self-igniting liquid – самовоспламеняющаяся жидкость

famine – голод

siege – осада

emptied – опустошённый

impregnable – неприступный



Task 2. Find English equivalents in the text for the following words:

Начало средних веков, мощные стены, быстроходные галеры, крестьяне, противостоять атакам, защитники, мусульмане, быть разрушенным, население, называть себя, оставаться, сожженные деревни.



Task 3. Agree or disagree with the following statements:

1. Constantinople was a small town at the beginning of Middle Ages.
2. Constantinople was impregnable because its walls were too high.
3. In 717 a huge Byzantine army defeated the Arabs.
4. A siege of a city is always connected with a famine.
5. One of the things that were not damaged in the course of the war in Constantinople was the aqueduct.
6. It didn't take much time to restore the city after the siege.



Task 4. Match two halves of the sentences below:

1. Byzantium existed from 395...	a. capital of the Roman Empire, Constantinople, was founded.
2. In 330 in the place of the ancient Greek settlement of Byzantium, a new...	b. ... became well known as Byzantium.
3. It was named after...	c. ... agree with this point of view.
4. In 395 the empire was divided into two...	d. ... thinkers of modern times with the intention to separate Byzantium from its links with the Greek Roman culture.
5. The Eastern Roman Empire later...	e. ... to 1453.
6. This name was given to it by the European...	f. ... the emperor Constantine.
7. Scientists tended to include it entirely in...	g. ... the Romans, and the capital had the name of Constantinople, «the second Rome».

8. However, the Byzantines themselves would not...	h. parts – the Western part and the Eastern one.
9. They called themselves...	i. the «dark Middle Ages» of the eastern world.



Task 5. Insert the missing words from those given below:

He, beautiful, classical, singing, philosopher, above, were formed, culture, statues, became, develop, were, bishop, was played.

Byzantium became a worthy heir of ancient..... It successfully continued to the best achievements of Roman civilization. The new capital Constantinople was able to compete with Rome successfully, quickly becoming one of the mostcities of that time. It had large areas decorated with triumphal columns with..... of emperors, beautiful temples and churches, grandiose aqueducts, magnificent baths. Many other cultural centers along with the capital in Byzantium as well. These Alexandria, Antioch, Nicaea, Ravenna, Thessaloniki.

Byzantine culture the first Christian culture in the full sense of the word. It was in Byzantium that the formation of Christianity was completed, and it first acquired a complete, form in its Orthodox version. A huge role in this process by John Damascene (circa 675 – up to 753). He was an outstanding theologian, and poet, the author of the fundamental philosophical theological work “The Source of Knowledge”. All the subsequent theology relies to some extent on the ideas and concept of John Damascene. He was also the creator of church

A huge contribution to the formation and establishment of Orthodox Christianity was also made by John the Chrysostom (circa 350-407), an outstanding representative of the art of ecclesiastical eloquence, the of Constantinople. His sermons, eulogies and psalms were greatly enjoyed by people.became famous as a passionate denouncer of injustice, a fighter for the realization of the ascetic ideal. John the Chrysostom placed active charity all miracles.



Task 6. Questions for discussion:

1. Why do great empires so often collapse?
2. What do you know about the Byzantium culture?
3. What is the connection between Rome, Greece and Byzantium?
4. Why couldn't the civilized Europeans resist the barbarian attacks?
5. What positive and negative changes were brought by the barbarians to Medieval Europe?



Task 7. Translate from Russian into English:

1. Василий II покорил болгар и прославился победами над арабами, его правление было временем процветания и величия обновленной Римской империи.

2. Константинополь превратился в столицу полумира, и варвары, франки и русы, с удивлением смотрели на позолоченные крыши Большого Дворца и сияющую громаду Святой Софии.

3. Когда-то давно, во времена императора Юстиниана, монахи принесли из Китая спрятанные в посохах яйца шелкопряда – и с тех пор Константинополь стал столицей шелка.

4. Унаследовав от финикийцев секрет пурпурной краски, греки стали делать пурпурные шелковые одежды, предназначенные для королей и вождей.

5. Особа императора считалась священной; когда на пасху царь выходил из дворца, направляясь к святой Софии, люди ложились на землю, стараясь поцеловать его пурпурные сапоги.

6. Вера объединяла и умиротворяла людей, она учила их любить друг друга и помогать друг другу; богатые несли свои деньги в монастыри, и монахи строили приюты для бедных и больницы.



Task 8. Make a short summary of the text in English:

Лев Философ (886–912) и его сын Константин VII были просвещенными (enlightened) государями, искавшими в древних книгах образцы мудрого управления. Они собрали огромную библиотеку и участвовали в создании обширных компиляций (compilations) по законоведению (jurisprudence), истории и агрономии. Греки снова познакомились с Платоном, Аристотелем, Евклидом и сно-

ва узнали о шарообразности (sphericity) Земли. При дворе снова цитировали (quote) Гомера и Еврипида и ставили античные трагедии. Впрочем, древний язык трагедий был непонятен простому народу, и театр так и не возродился; крестьяне предпочитали слушать рассказы бродячих монахов о жизни святых, об их добродетельных (virtuous) поступках и страданиях за веру.



Task 9. State the main idea of the text and entitle it:

Text B.

The Byzantine temple differs significantly from the classical antique temple. The latter was perceived as the abode of God, whereas all ceremonies and festivals took place outside, around the temple or on the adjacent area. Therefore, the main thing in the temple was not the interior, but its external appearance. On the contrary, the Christian church is built as a place where believers gather. Therefore, the organization of the internal space becomes important, although the appearance does not lose its significance.

According to this principle the Temple of Sacred Sofia in Constantinople (532-537) was built, it became the most famous monument of Byzantine architecture. Its authors are the architects Anthimius and Isidore. It does not look too grandiose from the outside, although it is distinguished by the severity, harmony and magnificence of the forms. However, inside it seems truly immense. The effect of unlimited space is created primarily by a huge dome at a height of 55 m with a diameter of 31 m, as well as domes adjacent to it expanding its space.

The dome has 400 longitudinal windows, and when sunlight floods the dome space it seems to float in the air. All this makes the design surprisingly light, elegant and free.

Inside the cathedral there are more than 100 columns decorated with malachite and porphyry. The vaults are decorated with mosaics with a symbolic image of the cross, and the walls are lined with valuable marble and decorated with mosaic paintings containing various religious plots and portraits of emperors and their families.

The Temple of Sacred Sofia became the rarest creation of human genius, a true masterpiece of not only Byzantine, but also world art.



Task 10. Match Russian words and word combinations with their English equivalents:

- | | |
|--------------------------------|------------------------------|
| 1. human genius | a. согласно данному принципу |
| 2. longitudinal windows | b. человеческий гений |
| 3. according to this principle | c. бесконечное пространство |
| 4. malachite and porphyry | d. божия обитель |
| 5. the abode of God | e. продольные окна |
| 6. unlimited space | f. ценные породы мрамора |
| 7. valuable marble | g. малахит и порфир |



Task 11. Read the dialogue:

Judy: Granny, I have to make a report for our tomorrow History class. I have found a lot of information about Winston Churchill, but there is nothing about him as a child and a family of his own

Grandma: Judy, this is a brilliant idea to let other people know about our famous Winston Churchill. Let me have a look at some pages in my favourite book *The Famous British*.

Judy: Please, do Grandma.

Grandma: Oh, here it is. Write down the facts from his childhood.

Judy: Yes, I'm writing.

Grandma: Winston Churchill was born at Blenheim Palace, near Woodstock in Oxfordshire on November the 30th, 1874.

Judy: When did he die?

Grandma: He died in January. To be exact, January the 24th, 1965, in London. A state funeral service was held at St. Paul's Cathedral. This was the first state funeral for a commoner.

Judy: All right. That's enough. What does your book say about his childhood?

Grandma: It is said here that Winston's father was Lord Randolph Churchill and his mother was Lady Randolph Churchill, a daughter of American millionaire Leonard Jerome. Churchill spent much of his childhood at boarding schools. His mother rarely visited him.

Judy: Thanks that will do. Is there anything about Churchill's own family?

Grandma: Let me find the page. Oh, it's here. On September 2, 1908, Churchill married Clementine Hozier. She was a dazzling beauty. They met once at a dinner party in March.

Judy: Did they have children?

Grandma: Yes, my dear. They had five: Diana, Randolph, Sarah, Marigold and Mary. The latter wrote a book on her parents.

Judy: This is interesting. Thank you, Granny for helping me. Now my report is complete. I can hand it in tomorrow.

Grandma: My pleasure, Judy. I am always there to help.

Unit 2



Task 1. Read and translate the text.

Text A. The Medieval Europe.

The period of Middle Ages in the history of Western Europe covers more than a millennium – from the 5th to the 16th century. In this period, the stages of the early (V–IX centuries), mature, or classical (X–XIII centuries) and late (XIV–XVI centuries) Middle Ages are usually distinguished. From the point of view of social economic relations this period corresponds to feudalism.

Until recently, the Middle Ages were often perceived as something dark and gloomy, full of violence and cruelty, bloody wars and passions. It was associated with a kind of savagery and backwardness, stagnation or failure in history, with a complete lack of something bright and joyful.

The creation of the image of the “dark Middle Ages” was largely promoted by the representatives of this era such as writers, poets, historians, religious thinkers and statesmen. In their works and testimonies, they often drew a rather gloomy picture of their contemporary life. Their descriptions lack optimism and joy of life, there was no desire to improve the existing world, there was no hope for the possibility of achieving happiness, peace and prosperity in it.

On the contrary, there was deep pessimism, there were constant complaints about life, which brought only disasters and suffering, the motif of fear of it and fatigue prevailed. One could feel deprivation, danger and the approaching end of the world. Special attention was attached to the theme of death, which could spare people from the unbearable burdens of life. Medieval authors wrote about a sincere desire to quickly leave this mortal earthly world and go to the other world, as the only way to achieve happiness, bliss and peace.

The creation of the image of the “dark Middle Ages” was also promoted by poets, writers, philosophers and thinkers of the Renaissance. They declared the Middle Ages a “dark night” in the history of mankind, and proclaimed the Renaissance to be “the dawn” and “the bright

day” awakening to life after a thousand years of hibernation. The time of Middle Ages seemed to them completely wasted. They also accused that era of only destruction and saving none of great achievements of ancient culture. Thus, the logical conclusion was a complete abandonment of the Middle Ages and the revival of Antiquity, the restoration of the interrupted connection of times.

In fact, everything was much more complicated, not so simple, unambiguous and monotonous. Recently, the views and assessments of the Middle Ages have become more adequate and objective. Complex and contradictory processes took place on the European continent in the Middle Ages, one of the main results of which was the emergence of European states and the whole of the West in its modern form. Of course, the leader of world history and culture in this era was not the Western world, but the semi-eastern Byzantium and eastern China, however, important events took place in the Western world. As for the correlation of ancient and medieval cultures, in some spheres (science, philosophy, art) the Middle Ages were inferior to Antiquity, but on the whole it meant an unquestionable advance.



Notes:

perceive – воспринимать, чувствовать, ощущать, понимать

savagery – дикость, жестокость, свирепость

backwardness – отсталость

testimony – свидетельство, доказательство, торжественное заявление

prosperity – процветание, благосостояние, успех

complaint – жалоба, недовольство, болезнь, недуг

fatigue – усталость, утомление, утомительная работа

deprivation – лишение, потеря, отнятие

bliss – блаженство, счастье, нега

the Renaissance – Возрождение

assessment – оценка, суждение, обложение налогом



Task 2. Find English equivalents in the text for the following words:

Искренние желания, представители эпохи, описания лишены, тысячелетие, социально-экономические отношения, вплоть до недавнего времени, насилие и жестокость, государственные деятели, мир и процветание, невыносимые тяготы, прерванная

связь, приближающийся конец света, достижения древней культуры, противоречивый процесс.



Task 3. Agree or disagree with the following statements:

1. The epoch of The Middle Ages lasted more than seven hundred years.
2. Most people perceive the period of Middle Ages as a jolly tie connected with various entertainments.
3. The expression “dark Middle Ages” is connected with the color of people’s clothes of that period.
4. People’s life in medieval times was full of hope for a future better life.
5. Science was rapidly developing during the idle Ages in Europe.
6. The most prestigious profession in medieval times was that of a lawyer.
7. People preferred to read books in their free time in medieval times.
8. People in medieval Europe didn’t have many opportunities to travel and see the world.



Task 4. Match two halves of the sentences below:

1. If Antiquity successfully developed theoretical knowledge, ...	a. the muscular power of slaves.
2. This was a direct...	b. ... a revolution in trade.
3. In Antiquity, the main source of energy was...	c. ... of work: grind grain, sift flour, raise water for irrigation, wool and beat cloth in water, saw logs, use a mechanical hammer in smithy, drag wire, etc.
4. When this source disappeared, the necessity of finding other...	d. ... the Middle Ages encouraged the use of machines and technical invention.
5. Therefore, in the 6 th century the energy of water was used...	e. ... facilitated by the construction of canals and the use of sluices with gateways.

6. In the 12th century the wind-mills...	f. ... consequence of the abolition of slavery.
7. The water and windmills made it possible to perform various types ...	g. ... by means of a water wheel.
8. The invention of the steering wheel accelerated the progress of water transport, which in turn led to ...	h. that used wind energy were built.
9. The development of trade was also ...	i. sources arose.



Task 5. Insert the missing words from those given below:

Europe, ornaments, position, hero, monuments, small, medieval, simplicity, barbaric, dynasty, manufacture.

The evolution of art is marked by profound changes. In the early Middle Ages the leading was occupied by the art of the Franks, since the Frankish state occupies almost the entire territory ofduring this period. The art of the 5-7th cc. is often referred to as the Merovingian art, since the Merovingian was in power at that time.

By its nature, this art was still, pre-Christian, for it clearly dominated the elements of paganism and idolatry. The greatest development in this period is the natural art associated with the of clothing, weapons, horse harness and other items decorated with buckles, pendants, patterns and ornaments. The style of such is called animalistic, since intricate patterns are interwoven with images of strange animals.

As for architecture, from the Frankish architects of this time little has been preserved: several churches on the territory of modern France. In general, among the earliest surviving of barbaric architecture is the tomb of the Ostrogothic King Theodoric (520-530), built in Ravenna. It is a small two-storeyed circular building in which the of the exterior is combined with severity and majesty.

The highest flowering art of the early Middle Ages reached under the Carolingians (8-9th cc.), succeeded the Merovingian dynasty,

and especially under Charlemagne, the legendary of the epic poem Song of Roland.



Task 6. Questions for discussion:

1. What are the main stages of the Middle Ages?
2. What are the main characteristics of this period?
3. What do you know about the brightest representatives of medieval culture?
4. What were the achievements of medieval culture and science?
5. Why was so much attention paid to religion in those times?
6. What were the main social groups in the Middle Ages?
7. What do you know about life of women in the Middle Ages?
8. What education could people get in the Middle Ages?



Task 7. Translate from Russian into English:

1. Вся Венеция с её церквями, домами, ремеслами была порождением Востока; она была отделившимся городом Восточной Империи и её союзником, пользовавшимся торговыми привилегиями.

2. Тринадцатого апреля 1204 года франки взойшли на стены Константинополя по сотням мостиков, перекинутых с мачт венецианских кораблей; столица востока была разграблена и сожжена варварами.

3. После падения Рима ни одно государство или правительство не объединило людей, которые жили на европейском континенте. Вместо этого католическая церковь стала самым мощным институтом средневекового периода.

4. Короли, королевы и другие лидеры могли получать большую часть своей власти благодаря союзу и защите Церкви.

5. В 800 г. н.э., например, Папа Лев III назвал франкского короля Карла Великого «Императором римлян» – первым после падения этой империи более 300 лет назад.

6. Обычным людям по всей Европе приходилось каждый год платить «десятину» Церкви, 10 процентов своих доходов; в то же время Церковь была в основном освобождена от налогообложения.

7. Еще один способ показать преданность Церкви – построить великие соборы и монастыри. Соборы были крупней-

шими зданиями в средневековой Европе, и их можно было найти в центре городов по всему континенту.



Task 8. Make a short summary of the text in English:

К концу XI века католическая церковь начала инициировать военные экспедиции или крестовые походы, с целью изгнания мусульманских «неверных» со Святой Земли. Крестоносцы, которые носили красные кресты на своей одежде, чтобы обозначить свой статус, считали, что их служение гарантирует прощение их грехов и гарантирует, что они смогут достичь Царствия Небесного. Они также получили более мирские награды, такие как папская защита их имущества и прощение некоторых видов платежей по кредитам.

Крестовые походы начались в 1095 году, когда Папа Урбан призвал христианскую армию, чтобы идти в Иерусалим, и продолжались до конца 15-го века. Никто не «победил» в крестовых походах; на самом деле многие тысячи людей с обеих сторон гибли. Простых католиков по всему христианскому миру объединяла мысль об общей цели, и это рождало религиозный энтузиазм среди людей.



Task 9. State the main idea of the text and entitle it:

Text B.

Gothic architecture is a unity of the two components – design and decoration. The essence of the Gothic construction is the creation of a special frame, or skeleton, which provides the strength and stability of the building. The stability of construction in Romanesque architecture depends on the massiveness of the walls, but it depends on the correct distribution of the forces of gravity in Gothic architecture.

The peculiarity of the external forms of Gothic structures is the use of towers with pointed spires. As for the decor, it took a variety of forms. Since the walls in the Gothic were no longer carriers, it allowed the wide use of windows and doors with stained-glass windows, which opened free access of light inside the room. This circumstance was extremely important for Christianity, for it gave the light divine and mystical significance. Stained-glass caused an exciting game of painted light in the interior of Gothic cathedrals.

Along with the stained-glass windows, Gothic structures were decorated with sculptures, reliefs, abstract geometric patterns, floral

ornamentation. Fine church utensils of the cathedral and beautiful works of art donated by rich citizens increased the splendor of temples. All this transformed the Gothic cathedral into a place of genuine synthesis of all kinds and genres of art.

The cradle of Gothic was France. Here it was born in the second half of the 12th century.



Task 10. Match Russian words and word combinations with their English equivalents:

- | | |
|----------------------------|-----------------------------|
| 1. Romanesque architecture | a. свободный доступ |
| 2. correct distribution | b. цветочный орнамент |
| 3. pointed spires | c. романская архитектура |
| 4. stained-glass windows | d. великолепие храмов |
| 5. free access | e. витражные окна |
| 6. floral ornamentation | f. правильное распределение |
| 7. splendor of temples | g. остроконечные шпили |



Task 11. Read, state the main idea and present the dialogue:

— Good morning, Sir!

— Good morning!

— May I ask you a question? I am a foreigner and would like to visit several museums of the city, but I do not know which to start with.

— I would advise you to start with the Tate Gallery. Actually, there are three galleries in one. They are dedicated to British art, modern sculpture and modern foreign painters.

— Thank you for your advice. I have heard a lot about this gallery. I am also a painter and would like to see works by Van Dyck, Rubens, Vermeer, Holbein, El Greco, Goya, Velasquez, Gainsborough and Leonardo da Vinci. Which galleries contain their works?

— You may find all of them in the National Gallery. It contains all schools of European paintings from the 13th to the 19th century. You may also talk to experts there.

— It would be great! That is what I need for my next article.

— If you would like to know more about the history of Britain and London, you'd rather visit the British museum; there is a magnificent library there that contains many old manuscripts.

— That could be great to read, what people wrote many years ago!

— Yes, but you can also walk along the streets of London and see the history in its ancient buildings and monuments. There are buildings dating from the 17th, 18th, and 19th century.

— Thank you for your advice. I am sure, my stay will bring me many unforgettable impressions.

— Wish you a nice stay in England!

Unit 3



Task 1. Read and translate the text.

Text A. The Human Society.

Many scientists tried to explore the notion of society, determine its nature and essence. The ancient Greek philosopher and scholar Aristotle understood society as a totality of individuals united to satisfy their social instincts. Epicurus believed that the main thing in society was social justice as a result of an agreement between people about not harming each other and not enduring harm.

In Western European social science of XVII–XVIII centuries ideologists of the new rising layers of society (T. Hobbes, J.-J. Rousseau) opposed religious dogma. They put forward the idea of a social contract, that is, a treaty between people, each of them having sovereign rights to control their own actions. This idea opposed theological approach to the organization of society by the will of God.

Some attempts have been made to define society based on the allocation of some primary social unit. So, Jean-Jacques Rousseau believed the family to be the oldest of all types of societies. The family was associated with the father, the people were children, and everyone was born equal and free.


Hegel tried to view society as a complex system of relations, singling out as a subject of consideration the so-called civil society, a society where everyone depended on everyone.

Of great importance for the scientific understanding of society were the works of one of the founders of scientific sociology, O. Comte, who believed that the structure of society was determined by the forms of human thinking (theological, metaphysical and positive). He viewed society itself as a system of elements by which the family, classes and state act, and the basis was the division of labor between people and their mutual relations. A similar definition of society is found in Western European sociology of the 20th century. So, for Max Weber, society was a product of people's interaction as a result of their social actions in the interests of everyone.

T. Parsons defined society as a system of relations between people, the binding principle of which were norms and values. From the point of view of Karl Marx, society was a historically developing set of relations between people formed in the process of their joint activity.

! **Notes:**

to explore – исследовать, изучать, выяснять
to endure – терпеть, вынести, выдерживать
sovereign – суверенный, независимый, полновластный, наивысший
allocation – распределение, размещение, назначение
to single out – выделять, выбирать, отбирать
mutual – взаимный, общий, совместный
consideration – рассмотрение, внимание, соображение

 **Task 2. Find English equivalents in the text for the following words:**

Общественная наука, определить природу, слои общества, дать определение, все рождены равными, суверенные права, гражданское общество, первичная ячейка общества, совместная деятельность, нормы и ценности, исходя из точки зрения, человеческие взаимоотношения.

 **Task 3. Agree or disagree with the following statements:**

1. Aristotle believed that people united in a society to satisfy their needs for communication.
2. Social justice according to Epicurus was the equal division of property among citizens.
3. Tomas Hobbes dared to oppose religious dogmas.
4. According to theological worldview human society was formed by God.
5. Hegel stated that people in a civil society depended on their leader.
6. Comte was born in England in 1798.
7. According to Max Weber the aim of any society was the interest of its government.



Task 4. Match two halves of the sentences below:

1. Karl Marks viewed the society ...	a. of its historical development.
2. He introduced the concepts of «social relations», «production relations», ...	b. ... previous activity and their energy.
3. Industrial relations, when forming social relations, create a society being at a certain stage...	c. ... by a certain stage in the development of productive forces.
4. Consequently, according to Marx, production relations are the primary...	d. ... as connections and relationships between individuals.
5. According to Karl Marx, society ...	e. ... order existing before and products of the activities of previous generations.
6. The form of social organization does ...	f. ... cause of all human relations and create a large social system called society.
7. Every form of social organization is conditioned...	g. ... is the interaction of people.
8. ... People cannot freely dispose of the productive forces, for these forces are the product of people's	h. «social economic formations» and a number of others.
9. But this energy itself is limited by the conditions created by the already conquered productive forces, forms of social ...	i. not depend on the people's will.



Task 5. Insert the missing words from those given below:

People, Auguste, believed, geographical, played, impossible, organization, everyday, does, institutions.

The founder of sociologyComte considered it a science about society, a space in which people's lives are realized. Without it, human life is, which explains the importance of studying this topic. What "society" mean? How does it differ from the concepts of "country", "state", used in speech, often as identical?

A country is a concept that denotes part of the world, a territory that has certain boundaries. The state is the political of a society with a certain type of power (monarchy, republic, councils, etc.), bodies and governance structure (authoritarian or democratic).

A. Malinovsky an important role in system studies of the society. He that society can be seen as a social system, the elements of which are related to the basic needs of people in food, shelter, protection, sexual satisfaction. unite to meet their needs. In this process, there are secondary needs of communication, cooperation, control over conflicts, which contribute to the development of the language, norms, rules of the organization, and this in turn requires coordinating, managerial and integrative



Task 6. Questions for discussion:

1. Why is Comte considered the founder of sociology?
2. What are the achievements of Karl Marks in the sphere of social sciences?
3. What are the main ideas of Aristotle?
4. What do you know about the progressive ideas of Jean-Jacques Rousseau?
5. Why is it important to study sociology?



Task 7. Translate from Russian into English:

1. Готические сооружения, такие как аббатство Сен-Дени во Франции и перестроенный Кентерберийский собор в Англии, имеют огромные витражи, остроконечные своды и арки (pointed vaults and arches) (технология, разработанная в исламском мире) и шпили.

2. Средневековое религиозное искусство принимало и другие формы. Фрески (frescoes) и мозаики украшали церковные интерьеры, а художники рисовали изображение Девы Марии, Иисуса и святых.

3. До изобретения печатного станка в 15 веке книги были произведениями искусства.

4. Ремесленники в монастырях (а позже и в университетах) создавали рукописные священные и светские книги с цветными иллюстрациями, золотыми и серебряными надписями и другими украшениями.

5. Между тем исламский мир становился все больше и сильнее. После смерти пророка (prophet) Мухаммеда в 632 году н.э. мусульманские армии завоевали большие части Ближнего Востока, объединив их под властью одного халифа (caliph).

6. Во времена своего расцвета средневековый исламский мир был в три раза больше, чем весь христианский мир



Task 8 Make a short summary of the text in English:

В средневековой Европе сельская жизнь организовывалась по принципу феодализма. В феодальном обществе государь предоставлял большие земли, называемые феодами дворянам и епископам. Безземельные крестьяне, известные как крепостные, выполняли большую часть работы для феодалов: они сажали и собирали урожай и отдавали большую часть продукции помещику. В обмен на их труд им разрешали жить на земле. Им также была обещана защита в случае вторжения противника.

Однако в 11 веке феодальная жизнь начала меняться. Сельскохозяйственные инновации, такие как тяжелый плуг и трехпольный севооборот, сделали сельское хозяйство более эффективным и продуктивным, поэтому было необходимо меньше сельскохозяйственных рабочих, но благодаря расширенному и улучшенному снабжению продовольствием население увеличилось. В результате все больше людей привлекали города. Тем временем крестовые походы расширили торговые пути на восток и открыли для европейцев возможности приобретения импортных товаров, таких как вино, оливковое масло и роскошный текстиль. По мере развития коммерческой экономики особенно развивались портовые города. К 1300 году в Европе насчитывалось около 15 городов с населением более 50 000 человек. В этих городах родилась новая эпоха – Ренессанс. Это было время великих интеллектуальных и экономических перемен.



Task 9. State the main idea of the text and entitle it:

Text B.

In sociology, there are various approaches to finding the grounds for choosing priorities in the social life of people, the problem of determinism. Aristotle stressed the extremely important importance of the state system for the development of society. Identifying the politi-

cal and social spheres, he regarded man as a “political animal”. Under certain conditions, politics could become a decisive factor that completely controlled all other spheres of society.

Supporters of technological determinism view the factor of social life in material production, where the nature of labor and technology determines not only the quantity and quality of produced material products, but also the level of consumption and even the cultural demands of people.

Supporters of cultural determinism believe that the backbone of society is presented by generally accepted values and norms, the observance of which will ensure the stability and uniqueness of the society itself. The difference of cultures predetermines the difference in people’s actions, in the organization of material production, the choice of forms of political organization. In particular, it can be linked with the well-known expression: “Every nation has the government that it deserves”.



Task 10. Match Russian words and word combinations with their English equivalents:

- | | |
|----------------------------|---------------------------|
| 1. to find the grounds | a. уровень употребления |
| 2. a decisive factor | b. найти обоснование |
| 3. level of consumption | c. выбирать приоритеты |
| 4. the backbone of society | d. основа общества |
| 5. to ensure stability | e. обеспечить постоянство |
| 6. to choose priorities | f. решающий фактор |



Task 11. Put sentences in the correct order according to chronology of events:

Auguste Comte’s Biography

1. In April 1826, Comte began to give lectures that were part of the course of positivism. Among his listeners were well-known scientists Fourier and Poinso.

2. Not having received a complete education, Comte settled in Paris, where he lived on earnings from lessons in mathematics and journalism, which he gave, at the same time intensively studying the economy, history and philosophy.

3. Comte died because of stomach cancer and was buried in the Pere Lachaise cemetery in Paris.

4. Since 1832, he taught analysis and mechanics at the Polytechnic School, but in 1842 he lost his job because of a fight with the administrator of the institution.

5. In 1817, he met Henri Saint-Simon, a social theorist, after which he became his secretary and co-author, their cooperation ended in 1924 because of some disagreements.

6. From 1851 to 1854 he published four volumes of the “System of Positive Politics”, in this book he presented his unique views on democracy.

7. He studied at the Lyceum of Joffre and at the University of Montpellier.

8. In 1844, some other of his books appeared, they were “The Philosophical Treatise of Popular Astronomy” and “The Treatise on a Positive Spirit”, and in the same year he began working on the book “Positive Policy System”.

9. Auguste Comte was born in the south of France, in Montpellier, his parents were Louis and Rosalia Comte.

10. Later, Comte wrote six volumes of this course entitled “The Course of Positive Philosophy.”

Unit 4



Task 1. Read and translate the text.

Text A. Culture.

More than 2 thousand years have passed since the Latin word “colere” was first used to describe the cultivation of soil. In the 1st century BC Cicero applied the concept of “culture” to people, culture was understood as the education people as ideal citizens. At the same time, person’s voluntary self-restraint, submission to legal, religious, moral and other norms were considered signs of a cultural person. The concept of “culture” was also applied to society as a whole, tending to oppose the natural state of things in the world and the spontaneous actions. Thus, the classical understanding of culture as human bringing up and education was formed, and the term “culture” began to be used to denote the general process of intellectual, spiritual, aesthetic development of man and society, and stating the difference between the world created by man from the natural world.

The word “culture” is often used to denote the culture of different peoples in certain historical epochs, the specifics of the mode of existence or way of life of some society, a group of people or a certain historical period, to characterize the way of life of certain social groups or spheres of activity. Thus, we often meet such word combinations as “culture of Ancient Egypt”, “the Renaissance culture”, “the Russian culture”, “youth culture”, “family culture”, “village culture”, “urban culture”, “labor culture”, etc.

Many people associate the concept of “culture” mainly with works of literature and art, theaters, museums, archives, things that are under the jurisdiction of the Ministry of Culture (or similar institution) in any country. Therefore, this term denotes the forms and products of intellectual and artistic activity, the whole area of spiritual culture.

In everyday life, the word “culture” is understood as the existence of an ideal with which we implicitly compare the facts or phenomena that are evaluated. For example, they speak of a high professional culture, the culture of performance of a certain thing. The behavior of

people is assessed from the same positions. But when people are evaluated as cultural or uncultured, they mean educated or ill-educated people. In the same way, whole societies are sometimes evaluated as cultural ones, if they are based on the law, order, moral values opposing the state of barbarism.

Summarizing all existing points of view on culture, one can say that the word “culture” has three main meanings:

- cultivation, creativity and production, processing, including cultivation of land;
- education, upbringing, development;
- worship, religious faith, meaning the worship of a religious cult.



Notes:

cultivation – выращивание, возделывание, обработка, развитие

concept – концепция, понятие, идея, общее представление

to denote – обозначать, указывать, отмечать, выражать

jurisdiction – юрисдикция, сфера полномочий, подведомственная область

implicitly – безоговорочно, косвенным образом, без колебаний

to evaluate – оценить, иметь значение, определять качество

processing – обработка, переработка продуктов



Task 2. Find English equivalents in the text for the following words:

Обработка почвы, применить понятие, идеальный гражданин, общество в целом, классическое понимание, используется для обозначения, социальные группы, образ жизни, творения литературы и искусства, художественная деятельность, сфера деятельности, конкретная вещь, существующие точки зрения.



Task 3. Agree or disagree with the following statements:

1. The word “culture” was first used by Cicero.
2. Cicero understood cultural people as polite ones.
3. Cultural world is the opposite of the natural world.
4. The word “culture” has positive meaning.
5. Culture is not connected with education.
6. The main result of cultural process is education.
7. A cultural society is sometimes called a barbarian society.

8. Works of literature and art can be called the elements of culture.



Task 4. Match two halves of the sentences below:

1. Culture is often understood as all the achievements of mankind, everything, ...	a. by the man himself, a human world, by contrast to the wild nature.
2. Such view, in particular, is shared by the philosopher...	b. ... into material and spiritual.
3. Culture is perceived as a «second nature», created...	c. ... technology, means of communication, industrial buildings and structures, roads and transport, dwellings, household items, clothing, etc.
4. In this case, the culture is usually divided ...	d. ... as the basis of intellectual, scientific and technological culture.
5. Such a division goes back to Cicero, ...	e. ... Edward Markaryan.
6. Material culture covers primarily the sphere of material production and its products such as ...	f. ... singled out, including works of art and literature.
7. Spiritual culture includes the sphere of spiritual production and its results that is ...	g. ... that was created by man.
8. Within the spiritual culture, art culture is frequently ...	h. religion, philosophy, morality, art, science, etc.
9. Science, in its turn, is regarded ...	i. who first noted that along with a culture that means cultivation of the earth, there is also a culture meaning «cultivation of the soul».



Task 5. Insert the missing words from those given below:

Historical, world, acquainted, ethnic, language, inseparable, assimilation, has become, European, English, customs, example.

Each local culture is formed under specific and natural conditions, it creates its own picture of the world, its image of man and its language of communication. The existence of any culture is simply impossible without a, because it forms its basis. Through the language, people transmit and fix symbols, norms,, convey information, scientific knowledge and patterns of behavior, beliefs, ideas, feelings, values, attitudes. This is how socialization takes place, which is expressed in the of cultural norms and the development of social roles, without them a person can not live in society.

Language is the main tool for learning and examining the external..... It is also the main means of communication between people. The language makes it possible to get with other cultures.

Being from national cultures, languages along with them through pass the same vicissitudes of fate. Thus, from the beginning of the New Time, as the world was being redistributed into spheres of influence, many languages of groups and peoples that had fallen into colonial and other kind of dependence lost their significance.

Today, this situation even more complicated. If in the past the problem of language survival concerned mainly the languages of dependent and backward countries and peoples, now it affects developed countries. This is caused by the growing expansion of the (American) language, which is increasingly becoming a universal means of communication. For this reason, mixed, hybrid languages emerge, for, the so-called “frangle” or “franglish”, which is a bizarre mixture of French and English.



Task 6. Questions for discussion:

1. What is the difference between spiritual and material culture?
2. What are the main definitions of culture?
3. What can you say about the culture of your land?
4. Why does the cultural world oppose the natural one?
5. How do you understand the notion of “intercultural communication”?
6. How is education connected with culture?



Task 7. State the main idea of the text and entitle it:

Text B.

Morality is studied by special philosophical science – ethics. Morality as a whole manifests itself in the comprehension of the opposition of good and evil. Good is understood as the most important personal and social value and it correlates with the person's desire to maintain the unity of interpersonal ties and achieve moral perfection. Good is the pursuit of a harmonious wholeness both in relations between people, and in the inner world of the individual. If good is constructive, then evil is all that destroys interpersonal ties and breaks down the inner world of man.

All norms, ideals, moral precepts set as their goal the maintenance of good and the alienation of people from evil. If a person realizes the requirements of maintaining good as his personal Task, one can say that he is aware of his duty – obligations to society. Execution of debt is controlled externally by public opinion and internally by conscience. Thus, conscience is a personal awareness of duty.

A person is free in moral activity; we are free to choose or not to choose the path of following the requirements of duty. The freedom to choose between good and evil is called a moral choice. In practice, moral choice is not an easy Task: it is often very difficult to choose between debt and personal inclinations (for example, donate money to an orphanage).



Task 8. Match the antonyms:

- | | |
|----------------|------------------|
| 1. to manifest | a. common |
| 2. opposition | b. busy |
| 3. to maintain | c. rapprochement |
| 4. alienation | d. alliance |
| 5. personal | e. difficult |
| 6. free | f. to hide |
| 7. easy | g. freedom |
| 8. duty | h. to destroy |



Task 9. Match the defined words and their definitions:

1. Peasants
2. The clergy
3. Knights

4. Vikings
5. Merchants

a) These people considered themselves the best in everything: in the social position, in the art of war, in rights, in manners and even in love. In VI–VII centuries the power of kings strengthened because of conquests and invasions that increased their authority. Together with the king, members of his team grew stronger. They were both land-owners and warriors, participated in the management of the tribe and in court proceedings.

b) Early medieval Scandinavians, they made sea trips from Vinland to Biarmia and from the Caspian to North Africa in the 8th–11th centuries. Most of them were free peasants who lived on the territory of modern Sweden, Denmark and Norway, who were pushed beyond their home countries by overpopulation and thirst for easy gain. The vast majority of them were pagans.

c) They accounted for about 90% of the entire population of medieval Europe. Their social position, as well as representatives of other estates, was inherited by sons from their fathers. They occupied an ambiguous position among the medieval classes. On the one hand, this was the lower, the third estate. But on the other hand, agricultural work was very necessary for all society members.

d) They spent most of their lives on business trips: they bought goods in one city and sold them in another one. The roads were usually bad, the rains made them impassable. While passing through the lands of different seniors, they paid a considerable tax to each of them. They rarely went alone and were usually armed, because the roads were ruled by bandits.

e) A person who decided to devote himself to the service of the Lord entered into a single community, headed by the Pope. This community did not have state borders, differences in languages, and other local characteristics of individual countries. Church service took place in Latin according to the same calendar in all European churches. This was changed only at the time of the Reformation, in the 16th century.



Task 10. Think about 1 more sentence to complete the following:

1. The first monasteries appeared on the territory of Western Europe in the IVc. From the beginning several monks settled in mon-

asteries, and prayed intensely, alienating from the world. The largest monastery in the early Middle Ages was the monastery in Montecassino. The monastery is, above all, a temple. On the territory of the monastery different buildings were located.

2. Life of urban residents in the Middle Ages was the most dynamic. Many people changed their activities several times throughout their life, which could not happen in other medieval classes. Urban artisans and merchants knew how to rally against the feudal lords defending their interests, and therefore the cities soon got relative freedom and self-government. Wealthy townspeople gradually obtained more and more independence from feudal lords.

3. The craft became more refined and so difficult that only a specially trained person could do it, and such people did not want to waste time on farming any more. In this way the separation of craft from agriculture happened.

4. The townspeople differed greatly from the villagers: they were more businesslike and energetic, they knew much more about the world, were well informed about the main news. They were always in a hurry and appreciated their time. So, first mechanical watches appeared on the city towers in the XIII century.



Task 11. Read the text and answer the questions given below:

Text C. The Position of a Woman in Medieval Society.

The Middle Ages borrowed the social status of a woman from the famous Roman law, which gave her, in fact, the only right, or rather, the responsibility to bear and bring up children. In the Middle Ages of XI–XIII centuries the main value in the then subsistence economy was land ownership, so women often acted as a passive tool for seizing land holdings and other real estate. And you do not need to be seduced by the heroism of the knights who won the hand and heart of their beloved; they did not always do it disinterestedly.

The 14-year-old boys and 12-year-old girls were considered to be fit of marriage. Under such conditions the choice of a spouse depended entirely on parental will. It is no wonder that marriage could easily become a lifelong nightmare. The laws of those times regulated penalties for women who killed their husbands in great detail, which can prove that such cases were not uncommon. Desperate criminals were some-

times burned or buried in the ground alive. The medieval morality encouraged husbands to beat their wives and preferably more often, so it's easy to imagine how "happy" a woman was in her family.

! **Questions:** 1. What was the main function of a woman according to the Roman law? 2. How could women help in seizing land holdings? 3. Were the medieval knights polite in their attitudes to women? 4. What age was considered suitable for a woman to get married? 5. Why did medieval wives so often kill their spouses? 6. Why did the medieval law allow men to beat their wives? 7. How could medieval European women achieve happiness?

Unit 5



Task 1. Read and translate the text.

Text A. Life in a Medieval City.

The medieval city was small. In the Middle Ages, only a small part of the country's population lived in cities. In 1086, the general land census was carried out in England. According to this census, in the second half of the XI century in England, no more than 5% of the total population lived in cities. But these townspeople were not quite what we understand by the urban population today. Some of them were still engaged in agriculture and owned land outside the city walls.

In the late 14th century, in England, a new census was made for tax purposes. It showed that about 12% of the population at that time lived in cities. Even in the XIV century cities with 20-thousand population were considered large ones. On the average, there were 4-5 thousand inhabitants in cities. There were 40 thousand people living in London in the XIV century, and it was considered a very large city. At the same time, semi-agrarian character was the characteristic of most cities. There were many "cities" of purely agrarian type, that had some handicrafts, but rural trades prevailed. Such cities differed from villages because they were surrounded by walls and represented some peculiarities in management.

Since the walls prevented the cities from expanding in breadth, the streets narrowed to the last degree to accommodate as many buildings as possible, the houses hang over each other, the upper floors stood out above the lower ones, and the roofs of houses on opposite sides of a street almost touched each other. Each house had a lot of extensions, galleries, balconies. Despite the insignificance of the urban population number cities were small and crowded with residents. In any city there was usually a square, the only more or less spacious place. On market days, it was staffed by stalls and peasant wagons with all sorts of goods brought from surrounding villages.

Sometimes there were several squares in a city, each of which had its own special purpose: there was an area where grain trade took place, another traded hay, and so on.



Notes:

- land census – земельная перепись
- extension – пристройка, продление, расширение, развитие
- to engage – заниматься, привлекать, вступать, нанимать
- handicraft – ручная работа, ремесло, кустарный
- peculiarity – особенность, странность, специфичность, характерная черта
- spacious – просторный, вместительный, обширный, широкий
- stalls – стойло, киоск, кабинка, ларек, прилавок
- wagon – вагон, фургон, повозка, тележка



Task 2. Find English equivalents in the text for the following words:

Население страны, согласно переписи, все виды товаров, быть переполненным жителями, окрестные деревни, незначительное число городского населения, расширяться, торговля зерном, верхние этажи, специфика управления, сельскохозяйственного типа.



Task 3. Agree or disagree with the following statements:

1. Medieval cities were not large in size.
2. One could see few people in a European city of the 14-th century.
3. Average medieval villages counted about 4–5 thousand inhabitants.
4. All medieval cities were surrounded by walls.
5. There were any distinctions between a city and a town in Medieval Europe.
6. Village life is sometimes called rural.
7. There were many large squares in medieval cities.
8. Trade was very popular in towns.



Task 4. Match two halves of the sentences below:

1. People in cities had their own ...	a. goats, sheep, pigs mainly remained inside the city walls.
2. Every morning, by the sound of the horn, all of the ...	b. ... dirt and stink, it was impossible to walk through the streets of a medieval city without getting soiled in mud.

3. Small cattle, such as ...	c. ... a city because of fetid dust.
4. Pigs could find plenty of food in the city, since all the garbage and remains of food ...	d. ... at a very high level.
5. In the city, therefore, there was an insufferable ...	e. ... vegetable gardens, fields, pastures.
6. After rains, the streets of a city turned into swamps in which carts were stuck ...	f. ... endless, and during the great epidemics, which occurred from time to time in the Middle Ages, the cities suffered most.
7. It was very hard to breathe in such ...	g. ... and a rider on horseback sometimes was drowned.
8. Under such conditions, overwhelming diseases in cities were ...	h. city gates were opened and cattle were driven out to communal pastures, and in the evening this cattle were again driven into the city.
9. Mortality in cities was ...	i. were thrown out right there, on the street.



Task 5. Insert the missing words from those given below:

Modern, constant, located, around, invasions, circles, merchants, could, duty, walls.

The feudal city looked completely different in comparison with the one. As a rule it was surrounded by needed to defend the population against the attacks of enemies and to give refuge to rural population in case of

The population of cities would decrease continuously because of epidemics, if it not replenished by newcomers from the villages. Townspeople had to carry a guard..... and were engaged in garrison service. All inhabitants of a city, and artisans knew how to wield arms. Urban militias even defeat knights.

The ring of walls, behind which the city was, did not give it the opportunity to expand in breadth. Gradually, suburbs appeared these walls, which in their turn were also strengthened. The city thus developed in the form of concentric



Task 6. Questions for discussion:

1. How did cities defend themselves from enemies?
2. What kind of people lived in medieval cities?
3. Can you describe a medieval city from inside the city walls?
4. Where did townspeople get their food?
5. Why did cities need squares?
6. What do you know about living conditions of townspeople?
7. What can you tell about city artisans?
8. Why could one easily see a pig in a medieval city street?



Task 7. State the main idea of the text and entitle it:

Text B.

Medieval cities always arose on lands of feudal lords, who were interested in the emergence of cities on their lands, as crafts and trade brought them additional income. But the desire of feudal lords to get as much revenue from a city as possible led inevitably to a struggle between the city and its lord. Often, cities managed to obtain the rights of self-government by paying a large sum to the lord. In Italy, cities achieved great independence in the XI–XII centuries. Many cities of Northern and Central Italy became city-states (Venice, Genoa, Pisa, Florence, Milan, etc.)

In the Holy Roman Empire there were so-called imperial cities, which in fact were independent city republics since the XII century. They had the right to declare war on their own, conclude peace, and make their coins. Such cities were Lubeck, Hamburg, Bremen, Nuremberg and others. The symbol of freedom of cities of the Holy Roman Empire was the statue of Roland.

Sometimes large cities, especially those located on the royal land, did not receive the rights of self-government, but enjoyed a number of privileges and liberties, including the right to elect city government bodies. However, such bodies acted in conjunction with the representative of the lord. Such incomplete rights of self-government Paris and many other cities in France had, for example, Orleans, Lyon, Nantes, Chartres, and in England – Lincoln, Ipswich, Oxford, Cambridge, Gloucester. But some cities, especially small ones, remained entirely under the administration of the seigniorial administration.



Task 8. Match the antonyms:

- | | |
|-----------------|----------------|
| 1. arise | a. sovereignty |
| 2. income | b. send |
| 3. including | c. war |
| 4. liberties | d. servant |
| 5. receive | e. expenditure |
| 6. independence | f. except |
| 7. lord | g. disappear |
| 8. peace | h. bondage |



Task 9. Match the defined words and their definitions:

1. Zurich
2. Madrid
3. Paris
4. Naples
5. London

a) In the XII–XIII century, active strengthening of this city begins. Under King Philip II Augustus, by 1190 the fortified tower of the Louvre had been built on the right bank of the Seine, and by 1210 the fortress wall and tower was being built on the left bank. Also, the construction of several churches began, including the Notre-Dame cathedral. At the site of the present Latin Quarter, several small church schools united in one, which was the predecessor of the Sorbonne University.

b) The history this city began in 43 AD when the Romans invaded Britain. Soon it became the most important settlement of Roman Britain. By the year 100 AD it reaches its dawn and becomes the capital of Britain, replacing Colchester. In the V century, the Romans abandon this city and the British gradually began to colonize it.

c) The city grew around the Alcazar fortress built by the Emir of Cordoba on the border between the Muslim city Al Andalus and the kingdoms of Leon and Castile, in order to protect Toledo against possible Christian incursions. After the collapse of the Cordoba Caliphate, Madrid joined to Toledo. In 1085, Toledo capitulated before the army of King Alfonso VI the Brave, and this city fell under the control of Castile. Soon it received a number of powers and privileges, which undoubtedly had a positive impact on its further development and growth of political influence and economic potential.

d) In 15 B.C. there was a fortress Turicum in the place of this city. There was a border post of Roman Empire. In the V century the settlement was already known under its current name, and since the XIII century it was granted the status of a free Imperial city. In 1351, the city enters the Confederation. The inhabitants of the city were famous for their free-thinking and it became the cradle of the Reformation. Since 1877, when the Exchange was established, the city became a major business center. Now it's one of the largest economic centers of Switzerland.

e) The inhabitants of this city consider themselves a separate ethnic group, which can be traced both in language and culture, and in traditions or cooking. This region is considered the birthplace of pizza (the country's oldest pizzeria is located here), guitar and mandolin, costumed masquerades and a number of art schools. Despite the fact that this overpopulated city, located on a narrow strip between the bay, the mountains and the unpredictable Vesuvius, it is considered a visiting card of Italy and is introduced in the UNESCO World Heritage List. .



Task 10. Think about 1 more sentence to complete the following:

1. A modern city is an attractive place to live
2. Modern cities have wide streets so that many cars can freely go down there.
3. The city houses are also comfortable and cozy: electricity, gas, hot water, a garbage disposal, sewerage and central heating.
4. Every day a lot of people work to maintain the city's infrastructure good functioning.
5. A lot of people from provinces: small towns, rural areas, come to cities.
6. Berlin is the capital of Germany, the largest city of this country, its political and historical center.



Task 11. Read the text and answer the questions given below:

Text C. Some facts from the history of Berlin.

The appearance of modern Berlin is largely determined by its uneasy fate, the city has been constantly changing throughout its his-

tory. The consequences of the two World Wars which Berlin played a significant role in are very noticeable there.

Initially, there were two settlements on the territory of the modern capital of Germany, these were Cologne and Berlin, which served as important points of trade routes. The first mention of Cologne dates back to 1237, and this year is considered to be the year of Berlin's founding. Settlements developed and after 70 years they were united in a city with a unified management system. A little later the city became the capital of Prussia, and then the German Empire.

After the end of the World War II, the city was divided by the victorious countries into 4 sectors of occupation. Three of them later merged into West Berlin, and during the Cold War were separated from the rest of the country by the famous Berlin Wall. Only in 1989, the wall that for almost 30 years divided the city into two camps, was destroyed, and parts of the city were reunited.

Later Berlin turned into a huge construction site, the German capital healed its wounds, recovering from a difficult historical period. Today, on the site of the legendary Berlin Wall, ultra-modern business centers rise, and the city successfully flourishes and develops. Berlin Wall became one of the attractions of this amazing city.

Among the most famous sights worth seeing in Berlin, you can note the Brandenburg Gate, the Reichstag, the Berlin TV Tower, the Kaiser Wilhelm Memorial Church, and the Charlottenburg Palace. And just a walk around the city can be very pleasant – many streets are planted with trees, so Berlin is considered a very “green” city. The largest and most famous of the city parks is the Tiergarten park.

Berlin is also considered to be one of the world's cultural capitals due to a large number of museums, architectural monuments, concert halls, theaters. Traditionally, the capital of Germany holds major music festivals, for example the jazz festival “Jazzfest”.

! **Questions:** 1. What do you know about the participation of Berlin in the World Wars? 2. When was Berlin made the capital of Prussia? 3. Why does Berlin Wall's history seem so tragic? 4. What are the most famous sights one could see in Berlin? 5. Are there many parks in Berlin? 6. Why is Berlin considered to be one of the world' cultural centers?

Unit 6



Task 1. Read and translate the text.

Text A. LIBRARIES OF ANCIENT TIMES

When was the first library established? Only a hundred years ago the two Egyptian libraries which are mentioned by the Greek historian Diodorus (I c. B.C.) were looked upon as the earliest examples of such institutions, if indeed, they were not fabulous. Now we have indisputable evidence of libraries at a much earlier date.

In 1850 the famous English archaeologist Layard, being then engaged in unearthing Assurbanipal's palace (VII c. B.C.), came across several chambers containing a great number of records – decrees of Assyrian kings, accounts of wars, works on astronomy – as well as dictionaries and text-books. Having deciphered the tablets, the philologist had good reason to believe that the library had been extensively used. It had a kind of catalogue and a systematic arrangement of shelves. Four decades later, while excavating an ancient Babylonian site, archaeologists exposed a series of rooms. And there, stored neatly upon shelves were some 25 000 clay tablets, part of an ancient temple library. The library existed in the third millenium B. C. and was wholly or partly an adjunct to the temple school. Judging by its careful arrangement under separate subjects and on separate shelves, the students could enjoy the use of a good library of reference.

The greatest library of the ancient world grew up in Alexandria in Egypt in the third century B. C. It consisted of two large collections. The larger and more famous one was housed in a school which was modelled after Aristotle's Academy in Athens. The smaller collection was placed in a temple of an Egyptian god. At their height, around 200 B. C, the collections contained several hundred thousand rolls. Being connected with a number of outstanding names in Greek literature, the Alexandrian library was the greatest centre of culture in the ancient world.

The ultimate fate of the library is almost uncertain as are the names of the librarians. Apparently at least part of the larger collec-

tion was burnt in the fighting between the Egyptians and Romans around 43 B. C. Having later been complemented by the collections of other ancient libraries, the library in Alexandria came into world prominence again. But in 391 A. D. the library was burnt by the order of one of the Christian emperors.



Notes:

fabulous – невероятный, потрясающий, легендарный, мифический

indisputable – бесспорный, неоспоримый, непререкаемый, безусловный

unearthing – раскапывать, извлекать, отывать

chamber – камера, палата, комната, полость

expose – выставлять, раскрывать, подвергать, разоблачать

arrangement – договоренность, расположение, устройство, соглашение,

механизм, аранжировка

ultimate – окончательный, основной, предельный, максимальный, первичный, элементарный

reference – ссылка, рекомендация, упоминание, справка, эталон, намек



Task 2. Find English equivalents in the text for the following words:

Упомянуть, иметь неоспоримые доказательства, заниматься раскопками, работы по астрономии, отчеты о войнах, быт в широком использовании, школа при храме, располагаться в храме, несколько сотен тысяч свитков, быть пополненным, по приказу.



Task 3. Choose the correct answer:

1. The two libraries mentioned by the Greek historian Diodorus are: (a) quite fabulous; (b) the most ancient Egyptian libraries; (c) the earliest examples of such institutions; (d) the most ancient Greek libraries.

2. Layard, a famous English archaeologist: (a) was engaged in unearthing Nebuchadnezzar's palace; (b) excavated an ancient Assyrian library; (c) came across large collections of the Alexandrian library; (d) exposed a temple library of ancient Babylonia.

3. The library excavated in 1850: (a) was modelled after Aristotle's Academy in Athens; (b) existed in the third millennium B. C.; (c) consisted of two large collections; (d) contained decrees of Assyrian kings, accounts of wars — as well as dictionaries and text-books.

4. The philologists have good reason to believe that the library unearthed by Layard: (a) had been an adjunct to the temple school; (b) had

grown in Alexandria in Egypt; (c) had been connected with a number of outstanding names in Greek literature; (d) had been extensively used.

5. The ancient Babylonian library was excavated: (a) in 1850; (b) long before 1850; (c) some decades after 1850; (d) in the 20th century.

6. Some 25,000 clay tablets found by archaeologists on an ancient Babylonian site: (a) were stored neatly upon shelves; (b) dated back to the third century B. C; (c) were part of the Alexandrian library; (d) were works on astronomy.

7. The greatest library of the ancient world: (a) grew up in Babylonia; (b) existed in Alexandria in Egypt in the third century; (c) is an Egyptian library mentioned by Diodorus; (d) is the library excavated by Layard.

8. Historians assert that: (a) the Alexandrian library consisted of two large collections and contained several hundred thousand rolls; (b) some parts of the collections of the Alexandrian library have come down to us; (c) the Alexandrian library was burnt down around 200 B. C; (d) the Alexandrian library was utterly destroyed in the fighting between the Egyptians and Romans around 391 A. D.

9. The larger collection of the Alexandrian library: (a) was placed in a temple of an Egyptian god; (b) contained Greek works on astronomy; (c) was housed in a school modeled after Aristotle's Academy in Athens; (d) never came into world prominence after being burnt in 43 B. C.

10. The libraries of ancient times mentioned in the text: (a) are five in number; (b) are too numerous to be counted; (c) largely existed in ancient Greece; (d) are all looked upon as fabulous.



Task 4. Use the following words in your own sentences or word-combinations.

Fabulous, indisputable, chamber, to decipher, catalogue, to excavate, to complement, series, millenium, to house, academy, to expose, tablet, adjunct, separate, reference, ultimate, model, prominence, evidence, record, astronomy, decade.



Task 5. Accent the word italicized. Read and translate:

1. The book did not impress me very much. 2. The Egyptians used metal and wooden seals to make an impress on clay or wax. 3. Well

irrigated fields are sure to produce heavy crops. 4. The produce of Indian craftsmen is in great demand among tourists. 5. Assurbanipal's library contained a great number of records. 6. Several scribes were to record the most important events. 7. In the 17th century the existing philosophical malpractices were an obstacle to the progress of science. 8. With the development of modern science the art of printing was sure to progress. 9. In all the liberated countries of Africa there is a considerable increase of literacy. 10. The standard of living in all socialist countries has a steady tendency to increase.



Task 6. Find in the text a word close in meaning to:

to set up, to regard as, to decode, to employ, to dig out, to refer to, to copy, to locate, to add to; final, unconnected (apart), celebrated, doubtless, doubtful; proof, description, cause (motive), order, destiny, eminence, struggle.



Task 7. Match the antonyms:

- | | |
|------------------|-----------------|
| a. certain | 1. to decipher |
| b. careless | 2. to grow up |
| c. unknown | 3. neat |
| d. modern | 4. ancient |
| e. to reduce | 5. to trust |
| f. to conceal | 6. to expose |
| g. to codify | 7. famous |
| h. to disbelieve | 8. indisputable |



Task 8. Find the defined words in text A:

(1) a room, or a building containing a collection of books; (2) a person who issues and collects the books in the library; (3) a list of all the books in the library; (4) a library containing dictionaries, reference books, etc., to be consulted, but not borrowed to take away; (5) something added to another thing but not part of it; (6) a place where a house is being built; (7) a person engaged in the study of ancient things, especially old buildings, monuments and other remnants of the past; (8) certain facts, or things that prove the existence of something; (9) a number of things brought together; (10) a writer of history.



Task 9. Denote the following by a single verb:

to put in a secure place for safekeeping; to bring to light what was hidden (to make known); to be busy with; to speak about (to name in speech, or writing); to have or hold in itself; to get pleasure from; to be made up of; to destroy by fire.



Task 10. Answer the following questions on the text:

1. What library so far excavated may be considered to be the earliest example of this institution? 2. Where and whom was it unearthed by? 3. Did it contain books, manuscripts, rolls, or tablets? 4. When did it exist? 5. How were the tablets arranged upon the shelves? 6. What ancient collection of records was unearthed in 1850? 7. What makes the historians think that the rooms excavated by Layard contained a library? 8. What can you say about the arrangement of its collections? 9. What century does that library belong to? 10. What sources give us information about the two ancient Egyptian libraries? 11. Is there any indisputable evidence of their existence? 12. What was the largest and the most famous library flourishing in the 3d century B. C.? 13. What made the Alexandrian library the greatest centre of culture in the ancient world? 14. What was the ultimate fate of this outstanding ancient library?



Task 11. Read the text and answer the questions given below:

Text B. THE ENCYCLOPAEDIA

The 18th century rapidly moving towards radical change, the attacks on feudal ideology and feudal order became more outspoken. A leading factor in the attack was the French Encyclopaedia (1751–1780) completed and edited by Denis Diderot (1713–1784).

The Encyclopaedia, its sub-title running: *Analytical Dictionary of the Sciences, Art and Crafts*, was originally planned as a reference book. With science making unprecedented progress, with the exploration of the earth going on and the past re-discovered, the mounting knowledge waited to be put in order and made accessible to the public. Chambers' Cyclopaedia, published in England in 1728, seemed to meet this need, its entries being well packed with up-to-date information.

Coming now to the publication of the French Encyclopaedia, the story is told that in 1745 Diderot was asked by a Paris publisher to help

him with a revised translation of the English reference book. Diderot seized the opportunity to turn the undertaking into an important organ for mobilizing radical and revolutionary forces. He gathered together a team of active and devoted workers. All of them were fired by a common purpose: to further knowledge and by doing so strike a resounding blow against reactionary forces in church and state.

In 1750, all the preliminaries settled, Diderot published a prospectus explaining what would be the content of the work. With most of the leading French scientists and philosophers numbering among its contributors, the Encyclopaedia promised to outstrip its predecessor in scope and importance and so it did.

The history of the Encyclopaedia was full of events. Purported to be a book of reference, it was, in fact, a kind of political tract, progressive in content and militant in tone. It stimulated thought and fomented revolt. No wonder that it aroused unbridled wrath of the church and the state. In 1758 it was suppressed, Diderot, the editor-in-chief, being persecuted. But despite persecution he succeeded in completing the enterprise. For over twenty years he spent the greater part of his time and energy on daily editorial work.



Task 12. See whether you can answer the following questions:

1. How do you choose a book to read (by the author, title, book-jacket, description on the jacket, other people's advice)? 2. What kind of catalogue (alphabetic, subject, systematic) would you look up to choose a book on a special subject? 3. What kind of information must you give to the librarian asking for a book (the author, the title, the publishing house, the date when the book was published, etc.)? 4. What kind of information would you expect to find in: an atlas, a dictionary, a bibliography, a catalogue, a gazetteer, an encyclopaedia? 5. What could you expect the contents of these books to be: a book of essays, a book of poetry, a book of adventures, a book of memoirs, a social novel, a science fiction novel, a historical novel, a detective story, a thriller, a biography, an autobiography, a diary? 6. When referring to a book, what are these: a preface, a foot-note, a glossary, an index, an appendix, illustrations?

The electronic library appeared as an independent object as a result of the evolution of technology in various areas of human activity, incorporating their elements. The main ones were as follows.



Task 13. Read the text, state its main idea and entitle it.

To ensure the compact storage of large amounts of documents and the organization of a system for their rapid search, electronic archives have been created, for example, archives of administrative documents of enterprises, archives of production drawings and many others. On the basis of created archives of documents whole classes of systems began to appear that provided functioning of electronic document management of the enterprise, optimization of managerial processes, organization of joint work of specialists. There evolved an experience of mass digitization of paper documents, systematization and reliable storage of large volumes of electronic documents.

The possibility of independent publication of materials in electronic form attracted many authors. The development of the means of publishing significantly reduced difficulties, it was no longer required to know, say, special languages or some technologies, in order to publish their own work on the Web. There appeared new approaches to the search for information in a distributed storage network. In this area, priority was given to searching for the content of documents. It has become realized that in order to effectively search for resources in a huge electronic storehouse, additional measures are required to systematize resources according to their semantics (a kind of cataloging – as in the library). Semantic Web technologies have been designed to significantly improve the quality of resource search.

As the Internet evolved, companies that successfully found innovative solutions to work in the largest network of electronic resource repositories – Google, Yandex, Yahoo and others – began to appear. A huge number of accessible and therefore sometimes difficult to find resources stimulated the allocation of storage of quality content. Here, naturally, the eyes turned to the libraries, where the selection of literature is at a high professional level. Thus, Library Project of Google appeared. Google Company tended to systematize the world's information and make it comprehensively accessible and useful. The project implemented a breakthrough in terms of technologies used for books search and work with them. There were created “electronic bookshelves”, electronic bookmarks and other convenient tools for working with electronic books.

Unit 7



Task 1. Read and translate the text.

Text A. Medieval philosophy.

The Middle Ages was the era of the domination of religious consciousness. Philosophy during this period was considered a servant of theology; that is, she was engaged mainly in serving religious faith.

Medieval philosophy is divided into two main periods: patristics and scholasticism. Patristics (pater – in Latin – “father”, is associated with the development of the “fathers of the church” of the foundations of Christian dogmas, the common name of the teachings of early Christian theologians and philosophers – II–VIII cc.). Scholasticism (“school philosophy”, the mature and systematic doctrine of the God, the world and the man – from VI century to the XV century, this teaching dominated in universities).

Unlike the Greek philosophy that was associated with pagan polytheism (polytheism), the philosophical thought of the Middle Ages goes back to the religion of monotheism. God and his relationship with the man was the basis of medieval philosophy and culture. This feature of religious worldview is called theocentrism.

The highest goal of human life is expressed in the service of God. According to medieval thinking, God was the basic cause and the foundation of the world. God created the world from “nothing” – such a concept is called creationism (from Latin creatio – “creation”, “creation”). A distinctive feature of medieval philosophy was providentialism, which was the belief that everything in the world was accomplished by the will of divine providence.

Medieval philosophical thought was represented by two branches: realism and nominalism. Realism was a philosophical doctrine according to which only general concepts or universals were real unlike single separate objects existing in the empirical world (sensory perception of the world).

According to realism, universals existed long before things, they represented thoughts, ideas of the divine mind; the man was the like-

ness of God and it made possible for people to understand the essence of things. Hence, cognition was possible only with the help of reason.

Nominalism was another philosophical trend; its representatives emphasized the priority of the will over the mind. By effort of will a person could understand the world. Common concepts were only titles, they lacked autonomy, and were formed by human mind by abstracting for a number of things and phenomena.



Notes:

consciousness – сознание, самосознание, память, понимание

mature – зрелый, выдержанный, развитой, продуманный

dogma – догма, догмат

pagán – языческий, неверующий, атеист, язычник

goal – цель, гол, задача, финиш, место назначения

accomplish – выполнять, достигать, совершать, доводить до конца

cognition – познание, знание, познавательная способность

concept – концепция, общее представление, идея, понятие

abstract – абстрагировать, суммировать, резюмировать, извлекать



Task 2. Find English equivalents in the text for the following words:

Религиозное сознание, основные периоды, религиозная вера, общее название, систематическое учение о Боге, языческое многобожие, религиозное мировоззрение, божественное провидение, философское учение, человеческий разум, общие понятия.



Task 3. Agree or disagree with the following statements:

1. Theology was the main science of Middle Ages.
2. Patrictics is closely connected with the concept of patriotism.
3. Medieval philosophical thought was represented by three branches: realism, individualism and nominalism.
4. According to medieval thinking God lived in Heavens.
5. God and his relationship with the man was the basis of medieval philosophy and culture.
6. Medieval philosophers thought that it was impossible to understand divine thoughts of the Creator.
7. There was no significant difference between Ancient Greek religion and Medieval European one.

8. Providentialism was the belief that everything in the world happened according to a holy book writings.



Task 4. Match two halves of the sentences below:

1. It is commonly believed that the Middle Ages began in 467, with the fall ...	a. emperor Constantine the Great (306-337).
2. But the line separating the Middle Ages from antiquity falls on the years of the reign of the first Christian ...	b. ... new symbols.
3. The appearance of the Middle Ages was a turning ...	c. ... occupied by the liturgy and the icon.
4. The entire ancient world ...	d. ... point in the life of European peoples.
5. People needed a new mythology and ...	e. ... by the Christian religion.
6. The Task of creating this new world was assumed...	f. ... idols, and erecting idols was considered blasphemous.
7. For example, the place of theater and sculpture, the main forms of art in antiquity, was ...	g. ... of the last Roman Emperor Romulus Augustul.
8. Sculptures were now considered ...	h. a clear form of the human collective anticipation of eternity.
9. Liturgy became ...	i. collapsed along with its life, religion, philosophy and art.



Task 5. Insert the missing words from those given below:

Medieval, founder, specific, sciences, religion, revealed, decline, heroic, thinking, mysticism.

The transition from antiquity to the world outlook was a transition inside the man from the outside. The Greeks had everything outside: truth had always been, all public life took place in squares, there was nothing internal, hidden, and there was no psychology. The main thesis in the Middle Ages was the thesis offered

by the of the medieval philosophy of Augustine Blessed: "Do not wander outside, but go inside yourself!"

The tendencies of human were changing from the outside world to the search for the inner space of the soul. The mood of man was changing from the courageous life to obedience to divine predestination.

A characteristic feature of medieval philosophy was its connection with religion and Being judged by the criterion of antiquity, this was a certain of philosophy, but taking into account that due to religion, huge masses became familiar with culture, this phenomenon can be named progressive. If philosophy had not entered into an alliance with, it would have been destroyed by surging waves of barbarism. Philosophy, the mother of all, as it was, realized its secondary nature and began to serve religion. This was the main feature of the philosophy of that era.



Task 6. Questions for discussion:

1. What are the main principles of Christian religion?
2. What do you know about the main religious thinkers of Middle Ages?
3. What was Emperor Constantine the Great famous for?
4. How can you define the role of the church in medieval European society?
5. What is the difference between realism and nominalism?
6. What can you tell about medieval art?



Task 7. State the main idea of the text and entitle it:

Text B.

For all the inner integrity of medieval philosophy, the stages of patristics and scholasticism can be clearly distinguished in it. The criteria for distinguishing these periods in modern history of philosophy differ. However, a clear chronological section can be considered for I–VI centuries were a stage of patristics and XI–XV centuries was a stage of scholasticism. In the history of philosophy, the great personalities represented the highest points of development at these stages. The apex of the patrist was Augustine Blessed (354–430), whose ideas determined the development of European philosophy. Thomas Aquinas(1223–1274) activity was the peak of medieval scho-

lasticism. He was one of the greatest philosophers of post Antiquity period.

At the stage of patristics, intellectual formulation and development of Christian dogmas and philosophy took place; the philosophical elements of Platonism played a decisive role in it. At the stage of scholasticism the systematic development of Christian philosophy was greatly influenced by the philosophical heritage of Aristotle. The church dogmas acquired their completed form.

Thomas Aquinas was rightfully considered to be the founder of orthodox scholasticism. The main principle of his philosophy was an appeal to common sense while analyzing the Catholicism dogma. Following Aristotle, he cemented the understanding of the relationship between the ideal and the material as the relationship between the «principle of form» and «the principle of matter.» The combination of form and matter generated a world of concrete things and phenomena. The human soul was also a formative principle, it was the essence; but it only received its complete individual being when was integrated with the body and that was existence.

Thomas Aquinas expressed the idea of harmony of mind and faith. He gave five proofs of the existence of God, substantiated the idea of the immortality of the soul, and regarded human happiness as cognition and contemplation of God. In 1323 Thomas Aquinas was proclaimed a saint, and in 1879 his teaching became the official doctrine of the Catholic Church.



Task 8. Match the antonyms:

- | | |
|--------------|----------------|
| 1. harmony | a. mess |
| 2. happiness | b. sinner |
| 3. modern | c. misery |
| 4. integrate | d. unfinished |
| 5. complete | e. destroy |
| 6. generate | f. unimportant |
| 7. decisive | g. particular |
| 8. common | h. ancient |
| 9. saint | i. separate |



Task 9. Match the defined words and their definitions:

1. Pierre Abelard
2. Johannes Scottus Eriugena
3. Anselm of Canterbury
4. William Ockham

a) This man (1033–1109) was a medieval theologian and philosopher, a representative of early scholasticism. Like Augustine, he argued that faith must be higher than reason: one must “believe in order to understand”; but faith can be “rationally” justified. Christian dogmas for him had to be rationally interpreted in order to strengthen the believer in his faith. In the debate on universals adhered to extreme realism. He developed the so-called ontological proof of the existence of God.

b) This man was a French philosopher, theologian and poet. He developed a doctrine, later called conceptualism. He worked on scholastic dialectics in the book “Yes and No”. His rationalistic principle “I understand, in order to believe” caused a protest from Orthodox Church officials. His teaching was condemned by the councils of 1121 and 1140. His tragic love to Eloise was described in the autobiography “The History of My Disasters”.

c) This man (1280–1349) was one of the representatives of late scholasticism, a nominalist. He came from England, studied and taught in Oxford. On charges of heresy he was summoned to Avignon by Pope John XII. Then he fled to Munich to Ludwig VI the Bavarian, who was a political opponent of the Pope. In Munich he wrote many political works in which he defended the Franciscan ideal of poverty and opposed the doctrine of the infallibility of the Pope. His religious political works allowed the researchers of his creative work to call him “the first Protestant”

d) This thinker (810–877) was one of the largest figures in the philosophy of the Middle Ages. He was of Irish origin and arrived in France to participate in a theological dispute about the divine predestination. Then he was invited to the palace school of French King Karl the Bald. His main essay is “On Separation of nature” and consists of five books written in a form of a dialogue between the teacher and the student. The main problem he considered was a correlation between God and the world, which he unites in an abstract unified concept of

“nature”. He supports the Platonic idea, according to which God exists as the beginning, the core and the end of the world process of movement of all things.



Task 10. Read the text and answer the questions given below:

Text C. The Bible.

The Bible is a sacred book of Christians. It consists of the Old and New Testaments, the core of which is the Gospel. Most of the books of the Old Testament were written in Hebrew, with the exception of a few late books written in Aramaic. The books of the New Testament were written in the dialect of the Greek Koine.

The word Bible comes from the Greek word “biblia”, meaning books (in the plural), and it in turn from “byblos” meaning papyrus. The Bible consists of individual works written by different authors at different times throughout the 16th century. These works are called “books”, for example: “books of the New Testament” or “books of the Old Testament” and have reached us only in translations and copies.

The composition of the books of the Bible (the Biblical Canon) took shape gradually. Books of the Old Testament were created over a considerable period of time from the XIII century B.C. to the IV century B.C. It is believed that the canonical (“inspired”) books of the Old Testament were gathered together by the scribe Ezra, who lived about 450 years B.C., and both Testaments were first brought to the canonical form at the cathedral, which took place in Carthage in 397 (according to other sources, the Laodicean Council of 363).

Orthodox Christians, speaking of the Bible, often use the term Scripture (necessarily with a capital letter) or the Holy Scripture, which is part of the Holy Tradition of the Church. This fact underscores the importance of a proper understanding of biblical texts. Protestant self-sufficiency of Scripture (“Sola Scriptura”) generates many conflicting interpretations of the Bible, depriving sacred texts of their true meaning.



Questions: 1. What do you know about the origin of the word “Bible”? 2. What are the main parts the Bible consists of? 3. What language was the Bible originally written in? 4. What is known about the period of creation of the Bible? 5. What happened in Carthage in 397? 6. Why do people need help for a better understanding of what was written in the Bible?

Unit 8



Task 1. Read and translate the text.

Text A. Medieval education.

The philosophical and pedagogical thought of the early Middle Ages was primarily aimed at saving the soul. The main source of education was, first of all, the Divine Principle. The bearers of Christian pedagogy and morals were the representatives of the Catholic Church.

Many ideologists of Christianity openly demonstrated hostility to the ideals of ancient education, demanding the removal of the Greek Roman literature from the curriculum. They believed that the monastic model of upbringing which was widely spread in the early medieval era was the most acceptable one.

Asceticism, zealous reading of religious literature, elimination of attachment to earthly goods, self-control of desires, thoughts and actions were the basic human virtues integrated in the medieval idea of education.

By the VII century in medieval Europe, schools of the ancient type completely disappeared. School matters in barbarian states of the V–VII centuries were in a deplorable situation. Illiteracy and ignorance reigned everywhere. Many kings, nobles and other top figures of society were illiterate. Meanwhile, the need for literate lieges and clergymen constantly increased. The Catholic Church tried to correct the existing situation.

The church schools followed some of ancient traditions in education. During the V–XVcc. church schools were at first the only available and later predominant educational institutions in Europe. They became an important tool of religious education. The main subjects of study were: the Bible, theological literature and the writings of the “fathers of the church.”

In medieval Europe, there were three main types of church schools: monastic schools, episcopal (cathedral) and parish schools. The main goal of all types of schools was to educate the clergy. They were available, above all, to the upper classes of medieval society.

Monastic schools were organized at monasteries to teach boys of 7–10 years old, whose parents predetermined them for monastic life. Then the monastic schools were divided into internal (for future monks) and external (for incoming laymen). Educated monks acted as teachers. Monastic schools were well stocked with hand-written books. They taught grammar, rhetoric, dialectics, later arithmetic, geometry, astronomy and music theory.

Episcopal (cathedral) schools were founded in church centers. The content of training in them was at that time quite advanced. In addition to reading, writing, religious teaching, grammar, rhetoric and dialectic were studied, and sometimes in addition to this range, arithmetic, geometry, astronomy and music theory were studied. The most famous schools were in Saint-Germain, Tours (France), Luttich (Belgium), Reichen, Fulde (Germany) and a number of other cities.

Parish schools were the most common institutions. Schools were located in the priest's house or in the church lodge. They were visited by small groups of boys, where for a small fee a priest taught the children the religious teaching in Latin, writing and church singing. This type of school was unsystematic and the least organized.

The education in higher-level church schools was performed according to the seven free-arts program. One of the first men to formulate such a program for medieval Europe was Severin Boethius (480–524). He combined arithmetic, geometry, astronomy and music (sciences based on mathematical regularities) into the “quadrium” educational cycle (the fourth way). This cycle, together with the “trivium” (the third way) including grammar, rhetoric and dialectic amounted to seven free arts, which subsequently formed the basis of the entire medieval education. Seven free arts combined with theology, as the “crown” of all learning, were the content of medieval education.



Notes:

monasticism – монашество, иночество

acceptable – приемлемый, допустимый, желательный, приятный

zealous – ревностный, усердный, рьяный

deplorable – прискорбный, плачевный, скверный, печальный

predetermine – обречь, предопределять, предрешать

layman – мирянин, неспециалист, непрофессионал, манекен

lodge – домик, ложа, строжка, охотничий домик, нора

to stock – заготовить, хранить на складе, снабжать, иметь в наличии
tool – инструмент, орудие труда, станок, резец



Task 2. Find English equivalents in the text for the following words:

Быть изначально нацеленным на, спасение души, учебный план, преобладающие образовательные учреждения, основная цель, монашеская жизнь, рукописные книги, содержание обучения, церковная строжка, семь свободных искусств.



Task 3. Agree or disagree with the following statements:

1. The philosophical and pedagogical thought of the early Middle Ages was primarily aimed at saving the soul.
2. Many ideologists of Christianity didn't approve of the ideals of ancient education.
3. Medieval European education made people severe and stiff.
4. The main subjects of medieval study were the Bible, theological literature, music, poetry and physical training.
5. Monastic schools were organized at monasteries to teach boys and girls of 7–10 years old.
6. Parish schools were located in the priest's house or in the church lodge.
7. All priests were highly educated and well behaved people, so they all could teach children.
8. There were three main types of church schools in medieval Europe: monastic schools, episcopal (cathedral), colleges and parish schools.



Task 4. Match two halves of the sentences below:

1. In the XII–XV cc. the system of school education ...	a. such as London, Paris, Milan, Florence, Lubeck, Hamburg, etc.
2. This was primarily due to the creation ...	b. ... writing, counting, a little grammar and secular teachers taught in them.

3. The growth of cities, urbanization, strengthening of social positions of ...	c. ... of secular educational institutions: urban schools and universities.
4. The first urban schools appeared in many European cities ...	d. ... guild schools for the children of merchants and artisans.
5. Many city schools were organized on the initiative of city magistrates and were the results of ...	e. ... in medieval Europe was modified.
6. These schools served as ...	f. ... to be teachers or clergymen in future.
7. The graduates of those schools acquired skills of reading, ...	g. ... educational establishments for the children of the upper classes.
8. This knowledge was enough to get the title of cleric, which allowed the students...	h. citizens allowed to establish educational institutions that met the vital needs of population.
9. Other urban schools were formed on the basis of the system of apprenticeship and ...	i. transformations of former parish schools.



Task 5. Insert the missing words from those given below:

Seven free arts (в сочетании) with theology, as the «crown» of all learning, were the (содержание) of medieval education. The methods of (обучения) were based on (запоминание) and the development of mechanical memory. (Самый распространенный) method of teaching was the catechetical (question-answer), with the help of which (учителя) introduced abstract knowledge to be memorized without explaining the object or phenomenon. For example: «What is the (луна)? – The eye of the night, the distributor of dew, the prophet of storms, etc.

Grammar was the main academic (предмет). It was reduced to learning the grammatical forms of the Latin language and to memorizing individual grammatical forms and (обороты) of religious-mystical meaning.

The study of Latin began with elementary (правила) and mastering the simplest phrases. (Отработка) of the technique of reading took two or three years. The technique of writing was also very (сложная).

After mastering grammar, they went on to (изучение) literature. (Выбор) of literature was extremely conservative. Reading of short literary poems was followed by rules of (стихосложение). Classical Greek literature was studied in Latin (переводы), as the Greek language disappeared from the school (учебный план).

Dialectics and rhetoric were studied (одновременно). The former taught students to think correctly, to build arguments and (доказательства). The latter (обучать) to correctly construct phrases, the art of eloquence, which was valued among (священники) and aristocracy. In studying (философия) and dialectics, they relied on the works of Aristotle and St. Augustine.

Astronomy was an (прикладная) science connected with the calculations of numerous church (праздники). Music was taught with the help of (ноты), denoted by the letters of the alphabet. Linear (нотная грамота) appeared in юзо.

The program of arithmetic (подразумевать) the mastery of four arithmetic operations. Learning to do arithmetic was (слишком) difficult, the calculations took up whole (страницы). Therefore, there was an honorary title of «doctor of the abacus» (doctor of (умножение) and division). All subjects were given a religious-mystical character.

At school there was a (суровая) blind discipline. Cruel corporal (наказания) was very widespread and (одобрено) by the church, which taught that «the nature of man is sinful, and corporal punishment (содействует) to the purification and (спасению) of the soul.»

Most of the population (не получило) even a minimum education at schools. Children were brought up by their (родители) at home in daily work.



Task 6. Questions for discussion:

1. What were the main goals of education in medieval Europe?
2. What kind of people could get education in those times?
3. What were the specific features of teachers' training?
4. What can you say about the main educational techniques of those times?
5. How could students remember all the material they were taught at schools?



Task 7. State the main idea of the text and entitle it:

Text B.

Some urban schools resulted from the system of apprenticeship and guild schools for children of merchants and artisans.

Workshop schools established for the children of artisans were financed by guilds and gave general education that was reading, writing, numerating, some elements of geometry and natural science. Education in these schools was conducted in native and Latin languages.

Guild schools implemented a similar educational curriculum and were created for the children of wealthy merchants. Later these schools turned into primary urban schools and were supported by the funds of city magistrates.

Gradually there appeared educational institutions for girls, but they were not widely spread, and monasteries remained the main source of women's education.

The first city schools were strictly controlled by the church. The Catholic Church regarded them as their dangerous competitors. Church officials limited and modified school curricula, appointed and supervised the teachers. Gradually, city schools got rid of such guardianship and won the right to independently appoint teachers to urban schools.

As a rule, a city school was established by a teacher hired by the community, who was called its rector. The rector independently selected his assistants. Priests became first teachers, and later former university students could get the job too. They were paid irregularly. After the expiration of the contract term, teachers could be dismissed, and they had to look for another place. As a result, in the course of time in medieval cities a certain social group of stray teachers evolved.

Thus, the urban schools differed from the church schools in their practical and natural science inclination and they were definitely more progressive.



Task 8. Match the antonyms:

- | | |
|--------------|----------------|
| 1. progress | a. artificial |
| 2. natural | b. similar |
| 3. to evolve | c. safe |
| 4. different | d. stagnation |
| 5. native | e. to collapse |

6. dangerous
7. to limit
8. strictly
9. to dismiss

- f. to employ
- g. loosely
- h. to extend
- i. alien



Task 9. Read the text and answer the questions given below:

Text C. The First Universities in Europe.

In the XIV–XV cc. there were secular educational institutions called colleges, which acted as a link between primary and higher education. Until the middle of the XV c. colleges were shelters for children of the poor. Later they became a place of study adjacent to universities. The schoolboys lived for alms. They were located in some obscene places of cities with high crime rate. Then colleges turned into communities of universities and colleges and became institutions of general education.

An important milestone in the development of pedagogical science and education was the creation of the first medieval universities. They were created on the initiative of scientists and people interested in the development of science of urban population, in church schools at the end of the 11th century.

The most prestigious was the University of Paris (1200), which evolved from a theological school-shelter, where once only sixteen students from France, Germany, England and Italy lived. The shelter was founded by the chaplain of Louis IX of France Robert de Sorbon. Since then, the University of Paris was called Sorbonne. The course of study lasted for ten years. At the end of the course, the student was supposed to debate with a group of twenty professors, which was changed every half an hour, from six in the morning until six in the evening. The student who passed such a test received a doctor's degree and a special black hat.

There were other first European universities established in Naples, Oxford, Cambridge and Lisbon. The network of universities expanded quite rapidly. There were 19 universities in Europe in the thirteenth century and 25 more universities were added to the number in the next century in Orleans, Pisa, Cologne, Prague, Vienna, Krakow and other cities. The appearance of universities encouraged the development of public life and trade.

The Church sought to retain and strengthen its influence in university education development. Vatican was the official patron of many universities. The rights of universities were confirmed by privileges that were special documents signed by the Popes of Rome or the reigning persons. The Faculty of Theology was one of the most prestigious ones. Teachers were mostly clergymen. The church held its representatives in universities, they could be chancellors, who were in direct subordination to archbishops. Nevertheless, the universities of the early Middle Ages presented a good secular alternative to church education.

Universities had the privileges of their own courts, independent management, the right to grant scientific degrees, and liberation of students from military service.

! **Questions:** 1. What do you know about European colleges of the XIV–XV cc.? 2. When were the first European universities established? 3. What can you say about Sorbonne? 4. How much time did students study at Sorbonne in the Middle Ages? 5. What European cities were the first universities established in? 6. What was the Church's attitude towards universities? 7. Who could teach in medieval universities?

Unit 9



Task 1. Read and translate the text.

Text A. The Renaissance Humanistic Ideas.

The early Middle Ages were gradually replaced by the new epoch of late European Middle Ages, which was distinguished by the humanistic ideas of the Renaissance (late 14th – early 17th centuries). It was a time of intensive development of economic life and production, the beginning of bourgeois relations, an unprecedented flourishing of science and art, a powerful spiritual rise.

During this period, mathematics, astronomy, mechanics, geography, and natural science were developing. This was the time of great inventions and discoveries in various fields of knowledge, such as the invention of printing press in Europe, the discovery of America by Columbus, the sea route to India and many others.

This era was also marked by the highest level of development of culture and art connected with the names of Petrarch, Dante, Boccaccio, Michelangelo, Raphael, Leonardo da Vinci, William Shakespeare, Paul Rubens, Van Dyck, Rembrandt, El Greco and many others.

In science, a truly revolutionary advance was made by Roger Bacon and Francis Bacon, Avicenna, Nicolaus Copernicus, Galileo Galilei, Tycho Brahe, Giordano Bruno, Philippe Paracelsus and others.

The humanists of Renaissance proclaimed the man as the main value on earth and tended to disclose all the best features of men. Humanists rediscovered the achievements of the ancient peoples of Greece and Rome. In an effort to imitate them, they called their time “Renaissance”, that is, the restoration of the ancient tradition. The humanistic ideal of the educated person included the notion of a cultured person, who knew how to speak well, to convince the interlocutor.

The accent began to shift toward the individual with his abilities and needs, aspirations and motivations of behavior. The revival, remaining within the strict framework of the Christian ideology, which gave the spiritual life a strong religious and moral core, universal for all bearers of the Western culture, turned to personality.

In the period under consideration, a unique synthesis of the ancient tradition and the traditions of the Middle Ages with its characteristic religious appeal to the intimate depths of the human soul took place. It was said that all who possessed the soul and thus being the “crown of creation”, were equal before God.

!

Notes:

unprecedented – беспрецедентный, беспремерный
route – маршрут, путь, дорога, направление, курс
advance – продвижение, повышение, аванс, прогресс, улучшение
value – значение, стоимость, ценность, величина
proclaim – провозглашать, объявлять, говорить
effort – усилие, попытка, напряжение, старание
interlocutor – собеседник
strict – строгий, точный, требовательный, взыскательный
core – ядро, сердцевина, суть, стержень, центр
intimate – близкий, тесный, личный, сокровенный, внутренний



Task 2. Find English equivalents in the text for the following words:

Постепенно быть вытесненным, интенсивное развитие, расцвет науки, духовный подъем, великие изобретения, изобретение печатного пресса, основные ценности, возрождение древней традиции, лучшие свойства человека, убедить собеседника, образованный человек, придерживаться строгих рамок.



Task 3. Agree or disagree with the following statements:

1. Humanistic ideas were closely connected with the decline in religious thinking on people's thinking.
2. Francis Bacon painted beautiful landscapes.
3. Columbus discovered America while looking for the way to India.
4. Giordano Bruno lived a long and happy life.
5. The statue of David was Michelangelo's most famous sculpture.
6. Nicolaus Copernicus suggested that the Earth was in the center of the universe.
7. It was considered very prestigious to be an educated person in the Renaissance era.

8. Publishers still couldn't print books in the renaissance period and books were hand-written.



Task 4. Match two halves of the sentences below:

1. The classical heritage was not the only ...	a. involved classical education, physical development and civic education.
2. They took a lot from the traditional upbringing ...	b. ... between an individual and other people.
3. Much attention was paid ...	c. ... of knights.
4. Considering the challenge of time, humanist ...	d. ... source of humanistic pedagogical ideas.
5. As a result, the pedagogical conception of Renaissance ...	e. ... to physical perfection of men.
6. Antiquity, the Middle Ages and future ideas of the New Age formed the ...	f. ... his vocation, the potential of his own strengths, and take an appropriate place in society.
7. The social goal of education implied an effort to promote closer ties ...	g. ... aesthetic development of people became dominant.
8. The idea of compulsory intellectual, moral and ...	h. three main components of upbringing.
9. The main goal of education was to help an individual realize ...	i. teachers assigned the Task of forming a socially useful personality.



Task 5. State the main idea of the text and entitle it:

Text B.

The creation of a university did not require large financial investments. The first universities were very mobile. They were located in simple and modest premises. Instead of benches, students could sit on the straw. The procedure for enrolling in the university was fairly free and conditional. The course was paid, but it was not very expensive. Often students chose professors and rector from their own environment. The Rector had temporary powers usually for a year. In fact, universities were governed by national associations of "fellow-citizens" of

students and teachers, and faculties, which were educational corporations of students and professors.

By the end of the XV century the situation had been essentially changed. The main officials of the university began to be appointed by the authorities, and the national associations gradually began to lose their influence.

As a rule, most of the medieval universities had 4 faculties: arts faculty, theological, medical and law faculties. The content of teaching at the faculty of art was determined by the program of seven free arts and lasted for 5 to 7 years. After graduation, the students received the degree of Master of Arts and could continue their studies at one of the three other faculties. After the completion of another 5 to 7 years of training and successful defense, the students received the academic degree of “Doctor of Science”.

The main methods of teaching were lectures and debates. It was required from the student to attend lectures; compulsory day lectures were repeated in the evening. Along with lectures, disputes took place weekly. Disputes participants often behaved very freely, they interrupted speakers with hiss and screams.

However, the first medieval universities were a natural and objective alternative to scholasticism, which turned into a “science of empty words.” The universities opposed scholasticism with active intellectual life and gave a powerful impetus to the development of world culture, science and education.

Humanists of the Renaissance viewed education as a way of development and replenishment of some natural inclinations of people. They were looking for the ways of educating an active intelligent person full of civic duty and capable of serving the society and achieving life success. In their opinion, education ensured the “polishing” of the nature of man, helped to form their mind, feelings and will, provided a happy personal life in communication with other people.



Task 6. Match the antonyms:

- | | |
|-------------|----------------|
| 1. creation | a. constant |
| 2. modesty | b. boasting |
| 3. lose | c. destruction |
| 4. free | d. full of |
| 5. simple | e. achieve |

- | | |
|---------------|----------------|
| 6. temporary | f. dependent |
| 7. graduation | g. complicated |
| 8. scream | h. enrolling |
| 9. empty | i. whisper |



Task 7. Questions for discussion:

1. What were the main reasons for the great development of culture and art in the Renaissance era?
2. What do you know about Columbus and his discoveries?
3. Can Leonardo da Vinci be called a genius? Why?
4. What can you say about Avicenna's contribution to the world science?
5. What new scientific ideas did Nicolaus Copernicus introduce?
6. Can you describe some of the most famous paintings of the Renaissance era?

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