

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

**ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ
КАФЕДРА ІНОЗЕМНИХ МОВ**

Р. В. Майборода

**Методичні рекомендації
для самостійної роботи з дисципліни “Іноземна мова”
для студентів 1 курсу спеціальностей
014.03 Середня освіта (Історія), 032 Історія та археологія
(для змішаної форми навчання)**

Миколаїв
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М 15 Методичні рекомендації для самостійної роботи з дисципліни “Іноземна мова” для студентів 1 курсу спеціальностей 014.03 Середня освіта (Історія), 032 Історія та археологія (для змішаної форми навчання) / Р. В. Майборода. – Миколаїв: Видавець Румянцева Г. В., 2022. – 124 с.

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У методичних рекомендаціях для самостійної роботи з дисципліни “Іноземна мова” для студентів 1 курсу спеціальностей 014.03 Середня освіта (Історія), 032 Історія та археологія (для змішаної форми навчання) пропонуються завдання для самостійного опрацювання студентами історичних спеціальностей та викладачам спеціальностей, пов’язаних з історією, археологією тощо.

Метою методичних рекомендацій є формування і розвиток компетенцій, необхідних для використання англійської мови в сфері професійного спілкування. Підручник дозволяє: розвинути навички комунікативного читання наукової літератури, усної та письмової наукової мови; розширити словниковий запас за рахунок загальнонаукової і спеціальної лексики; відпрацювати характерні для наукового тексту граматичні явища англійської мови. У підручнику містяться оригінальні наукові та науково-популярні тексти, що сприяють розширенню кругозору студентів.

Запропонований комплекс вправ та завдань враховує різний рівень підготовки студентів, різний рівень швидкості сприйняття та засвоєння матеріалу, сприяє індивідуалізованому вирішенню проблем, які виникають у процесі самостійної підготовки до заняття.

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ПЕРЕДМОВА

Головна задача вищої освіти – формування творчої особистості спеціаліста, що саморозвивається, займається самоосвітою та інноваційною діяльністю. Немає ніякого сенсу, якщо знання передаються тільки у готовому вигляді від викладача до студента. Основною умовою сучасної освіти є перехід студента від пасивного отримувача знань до активного, у наслідок чого він вміє формулювати проблему, аналізувати шляхи її вирішення, знаходити оптимальний результат та доводити його правильність. Реформа вищої освіти, яка відбувається зараз, пов'язана з переходом від навчання до освіти. У даному процесі самостійна робота студентів стає не лише важливою формою освітнього процесу, а повинна стати її основним чинником.

Центр уваги зосереджується на активних методах оволодіння знаннями, розвитку творчих здібностей студентів, переході від поточного до індивідуалізованого навчання з урахуванням потреб та можливостей особистості. Задача не тільки в тому, щоб збільшити самостійні часи на опрацювання. Підсилення ролі самостійної роботи студентів означає принципіальний погляд на організацію учбово-виховного процесу, який налаштовано так, щоб розвивати вміння вчитися, формувати у студента здібності до саморозвитку, творчого застосування отриманих знань, налагодити способи адаптації до професійної діяльності у сучасному світі.

Дослідники, які займаються проблемою, яка нас цікавить, стосовно вищої школи (С. І. Архангельський, М. Г. Гарунов, У. Я. Голант, Б. Г. Юганзен, С. І. Зінов'єв, А. Г. Молібог, Р. А. Німазов, Н. Д. Нікандров, П. І. Підкасистий та інші), вкладають у термін «самостійна робота» різний зміст. Так, поняття «самостійна робота» трактується як самостійний пошук необхідної інформації, набуття знань, використання цих знань для рішення учбових, наукових та професійних задач (С. І. Архангельський); як діяльність, яка складається з різних елементів: творчого сприйняття та

осмислення учбового матеріалу у ході лекції, підготовки до занять, екзаменам, залікам, виконання курсових та 5 дипломних робіт (А. Г. Молібог); як різновиди індивідуальної, групової та пізнавальної діяльності студентів на заняттях або у поза аудиторний час без безпосереднього керівництва, але під спостереженням викладача (Р. А. Нізамов). Організація самостійної роботи у вищій школі розглядається як система мір по вихованню активності та самостійності як рис особистості (Б. Г. Іоганзен). Самостійна робота розуміється також деякими авторами як система організації педагогічних умов, які забезпечують управління учбовою діяльністю, яка відбувається під час відсутності викладача (В. Граф, І. І. Іл'ясов, В. Я. Ляудіс). Іноді самостійна робота ототожнюється з самоосвітою (С. І. Зінов'єв).

Як видно з наведених вище визначень, самостійна робота з одної сторони – стимулює активність, самостійність, пізнавальний інтерес студентів, що надає поштовх до подальшого підвищення кваліфікації, а з другої – забезпечує керівництво самостійною діяльністю студентів.

Задачею сьогодення є скорочення аудиторних годин та зміщення акценту на самостійну підготовку студента. Досвід викладачів свідчить, що вивчення будь-якої програмної теми може бути продовжено у самостійній роботі. Самостійні заняття сприяють подальшому вдосконаленню вмінь та навичок студентів.

Результативність діяльності залежить від систематичної організації самостійної роботи. Завданнями викладачів є допомога у рішенні практичних загальноосвітніх та виховних задач.

Актуальність самостійної роботи у тому, що вона цілеспрямовано формує комунікативні вміння та навички, проявляє турботу про розширення кругозору студентів, виховує естетичне відношення до літератури країни, мова якої вивчається, та до самої мови.

Позааудиторна робота студентів – це запланована учбова, учбово-дослідна, науково-дослідна робота студентів, яка виконується у 6 позааудиторний час за завданням або під методичним керівництвом викладача, але без його безпосередньої участі.

Об'єм самостійної роботи студентів визначається державним освітнім стандартом. Самостійна робота студентів є обов'язковою для кожного студента і визначається учбовим планом.

Під час визначення змісту самостійної роботи студентів слід враховувати рівень самостійності абітурієнтів та вимоги до рівня самостійності випускників для того, щоб за період навчання був досягнутий необхідний рівень.

Для організації самостійної роботи необхідні наступні умови:

- готовність студентів до самостійної праці; - мотив до отримання знань;
- наявність та доступність всього необхідного учбово-методичного та довідкового матеріалу;
- система регулярного контролю якості виконаної самостійної роботи;
- консультаційна допомога.

Контроль за самостійною роботою та оцінювання її результатів організується як єдність двох форм:

- самоконтроль та самооцінка студента;
- контроль та оцінка з боку викладача.

У «Методичних рекомендаціях для самостійної роботи з дисципліни «Іноземна мова» для студентів 1 курсу спеціальностей 014.03 Середня освіта (Історія), 032 Історія та археологія (для змішаної форми навчання)» пропонуються завдання для самостійного опрацювання студентам економічних спеціальностей та викладачам спеціальностей, пов'язаних з менеджментом, маркетингом, економікою тощо.

Під самостійним опрацюванням ми розуміємо таку форму організації навчально-пізнавальної діяльності студентів, яку спрямовує і контролює

викладач або сам студент відповідно до програми навчання на аудиторних заняттях та у позааудиторний час з метою оволодіння знаннями, навичками й уміннями ділової англійської мови. Як наслідок, це впливає на розвиток 7 особистості, надає можливість диференційного підходу у навчанні та творчого підходу до організації самоосвіти студентів.

Самостійна робота на заняттях з іноземної мови розвиває у студентів такі важливі вміння, як пошук інформації, її аналіз та виділення головного, оцінювання інформативності матеріалу та професійно-орієнтоване спілкування на основі отриманої інформації. Отже, важливим є підвищити відповідальність студентів за хід та результати їхньої самостійної учбової діяльності щодо оволодіння іноземною (англійською) мовою.

Метою самостійної роботи студентів з іноземної мови є формування навичок роботи з іншомовними професійно-орієнтованими джерелами інформації (читання, переклад, творче переосмислення інформації, її особиста оцінка та подальше використання), а також формування навичок усного мовлення у рамках загальноосвітніх тем та професійної тематики.

Застосування самостійної роботи в учбовій діяльності дозволяє 1) оптимізувати процес навчання іноземній мові (англійській) з точки зору економії аудиторного учбового часу; 2) актуалізувати та активізувати пошук нових знань того, хто навчається; 3) підвищити якість засвоєння запропонованих учбових програм.

Підготовленість студентів до самостійної діяльності щодо вивчення запропонованого матеріалу визначається: 1) наявністю базових учбових навичок з усіх видів мовленнєвої діяльності, а саме: говорінню, аудіюванню, читанню, письму; 2) наявністю навичок перекладу та методами роботи зі словником та довідковою літературою; 3) вмінням працювати з комп'ютерним програмним забезпеченням та Інтернетом.

Методичні рекомендації складаються з 6 кредитів. Кожен кредит містить тексти за запропонованою темою та певний граматичний матеріал.

До кожного тексту пропонується низка завдань на засвоєння професійної лексики та на розвиток навичок вживання граматичних явищ у розмовній мові. Студенти, працюючи над текстом, приділяють увагу не тільки на його зміст, але й на ті чи інші граматичні конструкції у ньому. На покращення знань з англійської мови також впливають різноманітні вправи, діалоги, ігрові завдання з ілюстраціями.

Самостійна робота сприяє виробленню звички систематично з максимальною продуктивністю працювати над мовою у відведені для занять години, продовжувати вивчення матеріалу позааудиторно. Зауважмо, що завдання для самостійного опрацювання можна починати виконувати під керівництвом викладача. На першому занятті викладач проводить інструктаж щодо виконання окремої частини: скільки годин відведено на дану тему (підтему), труднощі, специфіку роботи з даної темою тощо.

В ході роботи з методичними матеріалами вирішуються наступні завдання:

- 1) відпрацьовуються навички читання загальнонаукової і термінологічної лексики;
- 2) опрацьовуються граматичні явища, характерні для наукового стилю викладу;
- 3) активізуються найбільш уживані загальнонаукові і термінологічні лексичні одиниці;
- 4) формуються навички диференційованого читання наукової літератури з метою вилучення інформації;
- 5) розвиваються навички перекладу текстів за фахом;
- 6) формуються навички реферування та анотування наукової статті;
- 7) формується готовність взяти участь в обговоренні професійних питань;
- 8) здійснюється знайомство з функціонально-стилістичною неоднорідністю наукової мови.

Типи вправ підібрані таким чином, щоб сприяти ефективному розвитку основних видів мовленнєвої діяльності, включаючи навички перекладу. Передбачаються наступні види роботи:

- сприйняття і відтворення слів, словосполучень;
- знаходження правильних лексичних та граматичних еквівалентів в двох мовах при перекладі;
- створення власних пропозицій або зв'язного тексту з використанням ключових слів і виразів;
- питально-відповідна форма роботи з текстом;
- складання плану або семантичної карти прочитаного тексту з подальшим його переказом;
- структурно-семантичний аналіз абзацу;
- смисловий аналіз тексту по абзацах;
- вправи на перифраз; - навчання навичкам «стислих» переказів і письмовій компресії текстів та ін.

Тексти до підручника відібрані з автентичних сучасних наукових і науково-популярних видань і дають уявлення про жанровому різноманітті стилю наукового викладу. У методичні рекомендації увійшли уривки з лекцій, монографій, підручників, статей і книг англомовних авторів.

UNIT 1

I. Read and translate the text.

The Way I Study History

1. Let me introduce myself. I am Ann Korobko, a student at Mykolaiv V. O. Sukhomlynskyi National University. Now I am a freshman, and I am doing history. I take a full course of world and Ukrainian history. I must say I take a special liking to the subjects in which I am going to major (to specialize). And that is modern history of Ukraine which was my favourite subject at school.

It was shortly before leaving school that I made up my mind to enter this faculty and take up history seriously as my future speciality. Whether I will make a very good teacher or a research worker remains to be seen, but I am sure that eventually I will become quite knowledgeable in the field of history and perhaps social sciences.

There are many historical subjects in our programme. When we are through with ancient history, we will pass over to the study of the Middle Ages. As to Ukrainian history, I think, we will start learning the contemporary period next year, but not until we are through with the feudal period. When I am in my third year, I wish to devote myself to the special study of modern and contemporary history by which I am greatly attracted.

2. If you ask me why of all humanities I have chosen history, my answer will be: it interests me as a science because it helps one to understand and explain the processes going on in various aspects of human history. It also helps one to foresee the course of events in the future. But no one can really study any particular period of history unless he knows a lot about what preceded it and what came after it.

If one casts a retrospective look at the historical past, one can see that the entire history of human society is that of wars and struggle for power. Wars were always waged for the purpose of conquering other lands and peoples. No matter

whether Roman dictators, German or French emperors, British queens or kings or Ukrainian hetmans – all the monarchs in their fight for absolute power or colonial possessions brutally oppressed their own people, enslaved and plundered the conquered nations.

But in course of time empires and monarchies gradually came to a downfall. As a result of bourgeois democratic revolutions some monarchs were overthrown or deposed and republics were proclaimed.

I suppose we will soon discuss all these points at our seminars.

1. Read and translate the following words and word combinations. Make up sentences with them.

To introduce, a freshman, a subject, to major, favourite, to leave school, to make up one's mind, to enter the university, to take up history, a research worker, to remain, eventually, knowledgeable, to be through with, the Middle Ages, a contemporary period, a feudal period, to devote, to be attracted, the humanities, to explain, to understand, various, to foresee, an event, to precede, a struggle for power, a purpose, to conquer, possession, to be oppressed, to be enslaved, to be plundered, a downfall, to be overthrown, to be deposed, to be proclaimed, to suppose.

2. Match the words on the left with their definitions on the right.

1. a subject	a) something that you like more than other things of the same kind
2. favourite	b) the thing that you want to achieve, when you do something or make a plan
3. to leave	c) academic disciplines that study aspects of human society and culture
4. to remain	d) to successfully finish studying at a school
5. to explain	e) to give someone the information they need to understand something
6. to understand	
7. a purpose	
8. a freshman	
9. knowledgeable	
10. the humanities	

	<p>f) to be highly educated and well versed in a particular subject</p> <p>g) one of the things that you study at school or university, such as English, history, or mathematics</p> <p>h) a student in the first year of high school, college, or university</p> <p>i) to know the meaning of what someone says, or to know why something happens or know something happens</p> <p>j) it still exists or is still available after everything else has gone, or been used, or been dealt with</p>
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3. Suggest the English for:

Слухати новий спецкурс; вивчати в школі загальну історію; історія середніх віків; спеціалізуватися по новій і новітній історії Англії; історична (важлива) подія; поступити на історичний факультет; вчитися на 1-му курсі; в якості майбутньої спеціальності; мати хороші знання в цій галузі науки; поки ні (до тих пір поки); вчений (в галузі гуманітарних наук); проявляти інтерес до історичних предметів; якщо ні; вести війну з ким-небудь; крім (за винятком); боротьба за владу; боротися проти завойовників; підкорення нових земель; завойовувати держави; пригнічувати підкорені народи; в результаті; повалити монарха; королі і королеви, імператори і царі; падіння імперії; створювати; кам'яний (залізний, бронзовий) вік; у віці 17 років; закінчити школу, студент вузу; що стосується історії стародавнього світу; дуже багато часу; бути впевненим в ...; закінчити університет; колоніальні

володіння; я вважаю, ми будемо обговорювати всі ці питання; перехід; розуміти; процес

4. Fill in the new vocabulary into the sentences.

1. The death of Pericles in 429 BC ... a darker period in Athenian history.
2. He is ... in Political Science.
3. I'll take you to my ... restaurant tomorrow.
4. I'm doing some ... for an article about student life.
5. He worked so hard that ... he made himself ill.
6. Graham is very ... about wines.
7. Oswald was much admired by his ... at the Royal Academy.
8. I'm ... all my money and energy to being a mom right now,
9. What ... me most to the job was the chance to travel.
10. The house has been in the family's ... since 1500s.

5. Translate the sentences from Ukrainian into English:

1. Передбачається, що нові закони мають запобігати злочинності.
2. Їх релігія заохочувала їх проголошувати свою віру.
3. Армія погрожувала скинути свого правителя.
4. Повстанці вже готували план повалення уряду.
5. Скандал призвів до розпаду сім'ї.
6. Армія Генрі повернулася навантаженою грабунком.
7. Нормани завоювали Англію у 1066.
8. Мета цієї зустрічі – обрати новий комітет.
9. Він був набагато сильнішим лідером, ніж людина, що передувала йому.
10. У статті розглядаються події, що призвели до відставки прем'єр - міністра.

6. Arrange the following in pairs of synonyms:

To study, to start, medieval history, to overthrow, gradually, the whole, a lot, to major, a freshman, very much, to learn, to begin, the Middle Ages history, to depose, little by little, the entire, to specialize, a first-year student.

7. Choose the right word:

besides, except

1. Do you take interest in any other subjects ... history?
2. ... English my sister knows French a little.
3. All were present at the lecture ... those who were ill.
4. Who else was absent ... Student Stepanenko?
5. I eat everything ... fish.
6. She likes all the subjects she studies ... military ones.
7. ... «War and Peace» I read many other works by L. Tolstoi at school.

historic, historical

1. She's fond of reading ... novels.
2. The 9th of May 1945 is a ... date.
3. Students of history must have a good memory for ... facts.
4. Alexander of Macedon is a ... personality.
5. If you want to see ... places in Kiev, begin your tour with Khreshchatyk street.
6. The launching of the first Soviet sputnik was a ... event.

study, learn, teach

1. I want to ... to play tennis.
2. Who ... you English last year?
3. What subjects do you ... in your last year?
4. «Your homework for tomorrow is: to ... the grammar material and to ... the new words», said the teacher.
5. He ... this historical document very well.
6. In learning a foreign language, it is necessary to ... systematically.
7. We often ... the texts by heart.
8. I usually ... in the morning.
9. Did you ... French or German at school?
10. Which is more difficult: to ... or to ... ?

graduate, finish (leave) school

1. At what age did you ... school?
2. When did your friend ... from the University?
3. Every year many young people ... from our college.
4. What did you do after you ... the medical school?

8. Complete the following sentences by translating the Ukrainian part into English:

1. Let me (представитися, допомогти вам, зробити цю роботу, запитати його про це, розповісти вам все, виступити на семінарі).

2. Are you through with (своєю роботою, цим спецкурсом, вивченням цього предмету, історією стародавнього світу, іспитами)?

3. I am not sure whether (він вибере історію як свою майбутню спеціальність, буде спеціалізуватися з гуманітарних наук, у неї хороші знання стародавніх мов, Віктор закінчить школу в цьому році, з неї вийде науковець, це зацікавить вас).

4. I am going to (спеціалізуватися по новітній історії Франції, стати істориком-медієвістом, вступити на один з природничих факультетів, вивчати бронзовий вік).

5. I suppose (that) (з нього вийде хороший фахівець, ваші студенти знають історію країни, ваш друг вступив на історичний факультет, ви закінчили цей курс, вона вирішила зайнятися природничими науками, він - знаюча людина).

6. I made up my mind (вступити до університету в майбутньому році, створити свою (my own) систему, добре вивчити англійську мову, представитися цьому вченому).

7. He takes a special interest in (новою історією США, сучасною наукою, суспільно-політичним ладом Англії, великими вченими в цій галузі, історичними процесами давніх часів, періодом феодалізму в Україні,

колоніальною експансією Британської імперії, життям англійських королів, військовою наукою).

9. Insert prepositions or adverbs where required.

1. ... the party he introduced me ... his friends.
2. ... the course ... the seminar we cleared up many difficult questions ...
the history ... the British colonial system.
3. Next year I will take a special course ... modern British history though,
frankly speaking, I do not take a great interest ... the subject.
4. Professor Wilson is a specialist ... the field ... antiquity. He has a great
knowledge ... Ancient Rome and Greece. It is not surprising, therefore, that the
students listen ... his lectures ... great interest.
5. ... the 14th century England waged a cruel war ... France ... one hundred
years. It was a fight ... its former lands ... France and ... Flanders.
6. ... what period ... Ukrainian history do you want to specialize ... the 3rd
year of study? – I have not made ... my mind yet.
7. King Philip conquered all Greek city-states ... Laconia.
8. If you cast a look ... the history ... the past, you will see that the
oppressed peoples ... colonial countries always fought ... their oppressors.
9. ... what age did your friend graduate ... the university?
10. We live ... the atomic age and the age ... space conquest.
11. ... the seminar the instructor (викладач, проводить практичні заняття
у вузі) told us to make a good study ... the historical documents relating (що
відноситься до) to this theme.
12. The overthrow ... the monarch led to the end ... the Empire.

10. Give English equivalents of the following by choosing the appropriate derivative:

history: -ic (-al), ian, -ically

Історична наука, історичні дні, історичні факти, історичний рік, історична особистість, великі історики, історична тема, з історичної точки зору, історична дата, історично

special: -ity, -ize, -ist, -ation

В якості спеціальності, спеціалізуватися з історії середніх віків, стати спеціалістом, спеціалізація у цій області

oppress: -er, -ion, ed

Пригноблені народи, жорстоке придушення, боротися проти гнобителів

monarch: -y, -ist, -ical

Монархісти, англійський монарх, Пруська монархія, монархічний лад

colony: -ist, -ize, -izer, -al, -alism

Колоністи, колоніальна імперія, колонізувати африканський країни, англійські колонізатори, колоніальна експансія, неокolonіалізм

11. Test translation:

A

1. У віці 17 років моя сестра закінчила школу і вступила до університету, де вона зайнялася вивченням історії у якості своєї майбутньої спеціальності.
2. Під час навчання, я впевнений, він добре вивчить всі історичні дисципліни і стане фахівцем в галузі історичної науки.
3. Чому ви вирішили вступити на історичний факультет? – З усіх гуманітарних предметів мені особливо подобається історія. У школі це був мій улюблений предмет.
4. На якій кафедрі ви плануєте спеціалізуватися після 2-го курсу? – На кафедрі нової та новітньої історії, але я не впевнений. Можливо, я піду на кафедру загальної або вітчизняної (української) історії.

5. На якому ви курсі? – Я студент першого курсу.
6. Багато студентів нашої групи виявляють великий інтерес до історії давнини. Керівник семінару сподівається, що, зрештою, студенти досягнуть великих успіхів.
7. Ви закінчили вивчення історичної літератури та джерел? – Ще ні.
8. Дозвольте представити: професор Браун – молодий учений-історик.
9. Коли Ваш друг закінчує університет? – Через два роки. Я вважаю, у нього будуть глибокі знання в області соціально-економічних наук.
10. Ми не будемо слухати цей курс в наступному семестрі. В нас буде інший спецкурс.

В

1. Історія Стародавнього Риму – це, головним чином, історія воєн за владу і територіальну експансію.
2. Війни завжди велися за завоювання інших країн та народів.
3. Монархи в боротьбі за владу жорстоко гнобили свої народи, грабували і поневолювали підкорені народи.
4. З бігом часу імперії впали, монархи були повалені.
5. Народ оголосив Францію республікою.
6. ХХ століття повне історичних подій.
7. У якому віці він став вченим?
8. Хто є творцем соціальної історії?
9. Англія розширила свої територіальні володіння шляхом колоніальної експансії.

II. Read and translate the text.

At the College

I began this academic session as a student of the Teachers' Training College. I am in the History Faculty in my first year. It was only a week ago that I took my last examination. It was an English one in which I did very well.

So I passed all the exams successfully and was admitted to the college. Many applicants failed and some were admitted to the evening department.

When at school, I thought to enter the sciences, but then I changed my mind and decided to take up history. I must say the first day at the college was unforgettable. We gathered in the Assembly Hall where the Rector congratulated us on the beginning of the session and wished us success in our academic life. Then the Dean of the faculty, Doctor of history, took the floor. He spoke about the subjects we were to study and various departments of the faculty. He expressed hope that we should attend all the lectures, tutorials and seminars. Each year we must present a course paper to our scientific adviser and make reports in class on historical themes. At the end of each term we will take several examinations and credit-tests. In June, for instance, I will read for my exams in archaeology, ancient history, Latin, Ukrainian history (the period of feudalism) and English.

As regards English they will teach us not only to read and translate historical documents and literature but to speak English as well. Our English teacher says we must work at the language very hard.

After the inside tour of the college which we made, following the meeting, my friends and I went to hostel. I am sure I'll enjoy my studies at the college.

1. Read and translate the following words and word combinations. Make up sentences with them.

To pass an exam, successfully, to be admitted to the college, an applicant, to fail, a department, to enter the university, the sciences, to change one's mind, to decide, to take up history, unforgettable, to gather, the Assembly Hall, to congratulate, the dean, to take the floor, various, to express hope, to attend lectures, a term, a credit-test, for instance, ancient history, to work hard, a hostel

2. Name in one word:

- to succeed in an examination or test;
- to allow someone to join an organization, club, college, etc.;

- someone who has formally asked, usually in writing, for a job, university place, etc.

- to be unsuccessful in something that you want to do;

- one of the groups of people working together to form part of a large organization such as a hospital, university, or company;

- to become interested in a particular activity or subject and spend time doing it;

- the description of an experience, sight etc. that affects you so strongly that you will never forget it, especially because it is particularly good or beautiful;

- to tell someone that you are happy because they have achieved something or because something nice has happened to them;

- to go to an event such as a meeting or a class;

- one of the periods that the school or university year is divided into.

3. Give the synonyms to the following words:

- very old, prehistoric, of long ago;

- period, time, duration;

- faculty head;

- diverse, different, numerous;

- to wish joy to, to compliment, to offer good wishes to;

- to meet, to crowd, to flock together;

- memorable, extraordinary, exceptional, remarkable;

- to make up one's mind, to come to a conclusion, to choose;

- section, division, unit, branch;

- candidate, interviewee

4. Fill in the new vocabulary into the sentences:

1. I ... my driving test first time.

2. Only ticket-holders will be ... into the stadium.

3. Peace talks between the two countries have

4. She is in charge of the personnel

5. The colours of New England in the fall are
6. She ... me warmly on the exam results.
7. Only seven people ... the meeting.
8. All children between the ages of 6 and 16 must ... school.
9. The main exams are at the end of the summer
10. This discovery will give new ... to cancer sufferers.

5. Express the following in English:

1. Ви студент?
2. Де ви навчаєтесь? На якому факультеті?
3. На якому ви курсі?
4. З якого предмету ви будете спеціалізуватися?
5. Коли ви вступили до університету?
6. Як ви здали вступні іспити?
7. На яке відділення ви були прийняті?
8. Чому ви вирішили вступити на цей факультет?
9. Ви вирішили зайнятися історією у якості вашої майбутньої спеціальності, чи не так?
10. Ви пам'ятаєте ваш перший день в університеті?
11. Ви регулярно відвідуєте заняття: лекції, семінари, практичні заняття?
12. Кому ви представляєте свою курсову роботу?
13. Ви робите в класі які-небудь доповіді на історичну тематику?
14. Чи багато іспитів і заліків ви здаєте в сесію?
15. Які іспити ви будете здавати у цьому семестрі?
16. Де ви будете готуватися до них?
17. Ви будете здавати іспит або залік з англійської?
18. Ви багато працюєте над мовою?
19. Де ви зазвичай готуєте домашнє завдання?
20. Ви часто працюєте у лінгафонному кабінеті, бібліотеці?

21. Кажуть, що студентам-історикам доводиться багато працювати у бібліотеці з історичними джерелами та літературою. Це так?
22. Ви проводите більшу частину свого часу у читальній залі, чи не так?
23. Ви живете у гуртожитку?

Unit 2

I. Read and translate the text:

A CULTURE.

THE EARLIEST CULTURES

A culture consists of the behaviours, beliefs, customs, and attitudes of a group of people. It is reflected in the artwork, the literature, the language, the inventions, and traditions of the people. It is affected by the geography and climate where people live.

We have benefited from the accomplishments of human cultures reaching back millions of years.

The first human cultures began developing about two million years ago. One of the first accomplishments of these cultures was learning to make and use crude stone tools. With simple tools such as sharp-edged rocks, people could hunt animals for food. They also learned to work together to go after large animals. These groups of people then developed rules of behavior for members to obey.

A second important accomplishment of early cultures was learning to farm. About 9000 B.C., people in some parts of the world began to settle down in one place for long periods and produce their own food. Once farmers could produce enough crops to feed other people, some people had time to develop other skills, such as pottery making or weaving.

Another important development was the rise of cities in some parts of the world beginning about 3500 B.C. As larger groups of people gathered together in cities, more opportunities for specialized workers, such as builders, bakers, and artists were created. In addition city life resulted in the need for more extensive systems of government. And bringing people together also meant a greater exchange of ideas

Changes in Cultures

What causes cultures to change? New ideas and inventions often lead people to develop new ways of doing things. For example, the invention of writing

systems allowed people to record their thoughts and discoveries and to communicate them to other people.

Changes in the environment also cause cultures to change. Over time, the climate in an area can change. Also, natural disasters such as floods and earthquakes can alter the landscape. People must then move or learn to adjust to new living conditions.

Another major source of change is contact with other cultures. When people from different cultures meet, they are exposed to the ways of life of each culture.

Cultures change from within as well. Factors such as population growth and conflicts between groups within a culture can bring about new ways of doing things.

Whenever different cultures come in contact, they exchange goods and ideas. This process is what is known as cultural diffusion, and it is one way that ideas have spread from one area of the world to another.

Some historians believe developments in writing, art, architecture, and agriculture from a few areas spread throughout the world through cultural diffusion. Others argue that individual cultures developed similar ideas independently of one another.

1. Find in the text words or word-combinations close in meaning to:

Skill that can be learnt; to hunt; instrument held in the hand and used for working on smth; to adopt a more stable or quiet way of life; to cause smth. to happen; in the natural state, rough; write down facts or events for later use; to become or make suited to smth. new.

2. Denote the following phrases by a single word:

Sudden violent movement of the earth's surface; do what one is told or obliged to do; large in area; become different, change in character, position, size; art and science of designing and constructing buildings.

3. Check the knowledge of your vocabulary on the text by giving the English equivalents:

Відібрати у витворах мистецтва; правила поведінки; гончарне ремесло та ткацтво; виникнення міст; ширша система правління; записувати думки та відкриття; змінити ландшафт; поширюватися по всьому світу.

4. After reading the text choose the correct answer:

1. A culture ... of the behaviours, belief and customs of a group of people.
 - a) alters
 - b) denotes
 - c) consists
 - d) changes
2. The first human cultures began developing ...
 - a) about two hundred years ago
 - b) about two million years ago
 - c) about two thousand years ago
 - d) about ten hundred years ago
3. A second important accomplishment of early cultures was
 - a) developing the rules of behaviour
 - b) exchanging goods and ideas
 - c) learning to farm
 - d) more extensive systems of government
4. Changes in the environment also ... cultures to change.
 - a) make
 - b) prevent
 - c) develop
 - d) cause
5. Population growth and conflicts between groups within a culture can
 - a) bring about
 - b) accomplish
 - c) benefit
 - d) allow

5. Fill each of the numbered blanks in the following passage with one suitable word.

We do not know how art began any more than we know how language started. If we take art to mean (1) ... activities as building temples and houses, making pictures and sculptures, (2) ... weaving patterns, there are (3) ... people in all the world without art. If, on the other (4) ..., we mean by art some kind of beautiful luxury, we must realize that (5) ... use of the word is a very recent development and that many of the (6) ... artists of the past never (7) ... of it. We can best understand this difference if we think of architecture. We all (8) ... that there are beautiful buildings and that some of them are true (9) ... of art. But there is (10) ... any building (11) ... the world which was not erected (12) ... a particular purpose. Those (13) ... use these buildings as (14) ... of worship or entertainment, or as dwellings, judge them (15) ... and foremost by the standards of utility. But (16) ... from this, they may like or (17) ... the design or the proportion of the structure. In the (18) ... the attitude to paintings and statues was often similar. We are not (19) ... to understand the art of the past if we are quite ignorant of the (20) ... it had to serve.

- | | | | |
|-----------------|------------|-------------|---------------|
| 1. a) these | b) such | c) as | d) so |
| 2. a) and | b) both | c) those | d) such |
| 3. a) many | b) some | c) few | d) much |
| 4. a) hand | b) foot | c) step | d) measure |
| 5. a) this | b) what | c) which | d) how |
| 6 a) skilled | b) living | c) greatest | d) certain |
| 7. a) consisted | b) thought | c) changed | d) developed |
| 8. a) know | b) record | c) adjust | d) expose |
| 9 a) buildings | b) units | c) works | d) activities |
| 10. a) no | b) hardly | c) fi nally | d) mostly |
| 11. a) in | b) on | c) after | d) out |
| 12. a) against | b) on | c) for | d) in |

- | | | | |
|------------------|--------------|------------|-----------------|
| 13. a) that | b) who | c) why | d) some |
| 14. a) varieties | b) ways | c) sources | d) places |
| 15. a) first | b) second | c) third | d) fourth |
| 16. a) besides | b) apart | c) except | d) nevertheless |
| 17. a) admire | b) fond | c) dislike | d) hate |
| 18. a) country | b) future | c) end | d) past |
| 19. a) ready | b) willing | c) lucky | d) happy |
| 20. a) attitudes | b) advantage | c) aims | d) efforts |

6. Complete the sentences using *a, an, some* or *any*.

1. Did they give you ... information?
2. Basil sent me ... postcard from London.
3. I'd like ... kilo of cherries, please.
4. She has had ... bad news.
5. She says she can't give us ...advise. She's never been to London.
6. Have ... more coffee. There's enough for both of us.
7. Can you believe it? The supermarket didn't have ... vegetables!
8. Pete's got ... money for you.
9. My uncle has so much money. I wish hid give me ... as I never seem to have...
10. We haven't got ... milk. Pop out and get ..., would you, please?

7. Complete the sentences with *many* or *much, a little* or *a few*.

1. I bought too ... furniture for my apartment.
2. She is wearing too ... rings on her left hand.
3. I can't go to a movie tonight. I have too ... homework to do.
4. We all need ... help at times.
5. He asked ... questions.
6. Sam's writing is wordy. He uses too ... words when he writes.
7. The teacher asked us to learn too ... new vocabulary. I couldn't remember all the new words.

8. Please, give me... more minutes.
9. Ann opened the curtains to let in ... light from outdoors.
10. Let's listen to ... music during dinner

Test 2

II. Reads and translate the text:

ALPHABET. THE GREEK ALPHABET

Alphabet is the series of letters used in writing a language. The name means exactly what the term ABC's means as a name for the 26 letters of the alphabet. The word comes from alpha and beta, the first two letters of the Greek alphabet. Most books, magazines, and newspapers are printed in the 26-letter alphabet called Roman. But the Romans did not invent it. They put finishing touches on a system that had been growing for thousands of years.

The Greeks came in contact with Phoenician traders, and learned from them the idea of writing individual sounds of the language. Sometime during the period before 800 B.C., they borrowed Phoenician symbols and modified them to form the Greek alphabet. The Phoenician alphabet included more consonants than the Greeks needed for their language, so they used the extra signs for vowel sounds. In this way Greeks improved on both Phoenician and Cypriot ideas because they could combine individual letters for both consonants and vowels to spell any word they wanted.

The Greeks took over the Phoenician names for their signs, and in most cases the signs themselves. The first letter of the Phoenician alphabet, , and its name, aleph, meaning ox, became A, or alpha in Greek. The second letter, , or beth, meaning house, became B, or beta in Greek. The Greeks later modified the shapes of these letters, adding and dropping some letters, to form the 24-letter Greek alphabet of today.

1. Find in the text words or word combinations close in meaning to:

To complete, to have one's origins in, to produce smth better than, to accept, to adjust, to name or write the letters of a word.

2. Denote the following phrases by a single word.

The series of letters used in writing a language; a sign representing a sound of which words in writing are formed; speech sound produced by a complete stoppage of the breath; vocal sound made without stopping of the breath; symbol used to represent smth.

3. Check the knowledge of your vocabulary on the text by giving the English equivalents to the following word combinations:

Ряд букв; відбуватися; перші дві букви грецького алфавіту; закінчити систему; вони запозичили фінікійські знаки; видозмінили форму букв; як голосні, так і приголосні звуки; греки удосконалили; сказати або написати слово по буквах.

4. After reading the text choose the correct answer:

1. Alphabet is ... used in writing a language.
 - a) consonants and vowels;
 - b) the series of letters;
 - c) a herd of 15 animals;
 - d) a system of several hundred signs.
2. The word alphabet comes from alpha and beta, ...
 - a) the first two signs of the Egyptian alphabet;
 - b) the first two signs of the Greek alphabet;
 - c) the first two symbols of the Phoenicians;
 - d) the first two letters of the Russian Alphabet.
3. The Romans ... a system that had been growing for thousands of years.
 - a) modified;
 - b) improved on;
 - c) put finishing touches on;
 - d) borrowed.
4. The Greeks took over ... for their signs.
 - a) the Egyptians signs;

- b) the Phoenician names;
- c) the Etruscan Alphabet;
- d) capital letters.

5. The Greeks later modified the shapes of these letters ... to form the 24-letter alphabet of today.

- a) using the extra signs for vowel sounds;
- b) including more consonants;
- c) adding and dropping some letters;
- d) combining individual letters.

5. Open the brackets. Use the correct voice and tense-forms.

An old man (1. enter) the forum. His clothing (2. cover) with filth, and his pale and emaciated condition (3. shock). When he (4. ask) the cause of his wretched condition he (5. declare) to all that while he (6. fight) in the Sabine War all his property (7. burn), the crops in his fields (8. devastate), his flocks (9. drive) off; and when a special emergency tax (10. exact) he (11. drive) into debt. As this debt (12. accumulate) with excessive interest rates, it first (13. deprive) him of his farm then of the rest of his belongings. He (14. drag) by his creditor not just into slavery, but into a place of punishment and torture.

6. Use the adjectives in the proper degree. Mind the definite article where necessary.

1. His father, Philip, had hired Aristotle, one of Greece's (great) philosophers, to teach Alexander about literature, philosophy, and science.

2. This library in Alexandria, which grew into (large) library in the ancient world, had a collection of both Greek and non-Greek scrolls.

3. (noticeable) feature of Greek architecture is the use of columns to support the roof.

4. The Greeks also wrote a (short) form of poetry called lyric poetry.

5. One of (great) Greek lyric poets was Sappho.

6. Perhaps (great) contribution of Greek literature was Greek theatre.

7. One of (popular) Greek writers of biting comedies was Aristophanes who often made fun of (important) people in his plays.

8. The Greeks showed the human body in a way that is both (beautiful) and without flaws.

9. The (great) historian of the 400s B.C., Thucydides, took history a step (far) when he wrote an account of the Peloponnesian War.

10. A barbarian was someone the Romans believed was (refined) or had (low) social and cultural standards.

11. As the barbarians continued to move into the empire, the barbarians became a (direct) threat.

12. Diocletian wanted to make government (effective) and (efficient) and to keep the economy (stable).

Text 3

III. Read and translate the text:

THE ROMAN ALPHABET

The Etruscans moved to central Italy from somewhere in the eastern Mediterranean region sometime after 1000 B.C. They carried the Greek alphabet with them. The Romans learned the alphabet from the Etruscans, and gave it much the same form we use today. The early Roman alphabet had about 20 letters, and gradually gained 3 more.

Capital letters were the only forms used for hundreds of years. Many people consider the Roman alphabet to have been perfected by A.D. 114. That year, sculptors carved the inscriptions on a memorial column built to honor the emperor Trojan. The style of lettering they used is considered one of the most beautiful in the world.

Carving letters in stone is not an easy job, and Roman stonecutters rounded or squared, simplified, and polished their letters. They developed the beautiful thick-and-thin strokes we use today. They also added serifs (little finishing strokes) at the tops and bottoms of many letters. The practical reason for serifs was that the

carvers found it difficult to end wide strokes without ugly blunt lines. And if a chisel slipped while squaring off an end, they could not erase the mistake. But serifs also added a touch of strength and grace to Roman lettering, and are still used today.

Small letters gradually developed from capitals. Scribes who copied books often used uncials (rounded letters) that were easier to form than some capitals. True lower-case letters developed later, when scribes saved space in books by using the smaller letters.

1. Find in the text words or word combinations close in meaning to:

To obtain smth wanted or needed; to complete; to respect highly; to make easy to do or understand; to rub or scrape out; to remove; to form smth by cutting away material from a piece of wood or stone.

2. Arrange the following in pairs of antonyms:

Capital letters, to perfect, to honour, to simplify, thick, top, ugly, difficult, strength, easy, bottom, thin, beautiful, small letters, to begin, to dishonour, to complicate, weakness.

3. Denote the following phrases by a single word. Choose the appropriate word from those listed below:

1. an artist who makes representations in stone, wood, metal by carving or modelling;	a) a sculptor
2. words cut on a stone or on a monument, or stamped on a coin or metal;	b) uncials
3. a person who cuts stones;	c) a scribe
4. little finishing strokes;	d) a chisel
5. a person who carves;	e) inscriptions
6. rounded letters;	
7. a professional letter-writer;	f) a stonecutter

8. a person, who before the invention of printing, made copies of writings;	g) serifs
9. a steel tool for shaping wood, stone or metal.	h) a carver.

4. Check the knowledge of your vocabulary on the text by giving the English equivalents to the following word combinations:

Створили його в тому вигляді, в якому ми використовуємо його зараз; прописні літери; алфавіт був закінчений до 114 року нашої ери; стиль написання букв; каменотес; округляли або надавали прямокутну форму; вони розробили тонкі й довгі штрихи; потворні тупі лінії; різець; підчистити (підправити) помилку; рядкова буква; писар; відділення з малими літерами; економити місце.

5. After reading the text choose the correct answer:

1. The Romans learned the alphabet from the Etruscans and ...
 - a) modified the shapes of letters;
 - b) gave it much the same form we use today;
 - c) added five new letters;
 - d) perfected it.

2. The early Roman alphabet had ... and gradually gained 3 more.
 - a) about 20 letters;
 - b) a system of 22 signs;
 - c) about 26 letters;
 - d) symbols for sounds.

3. ... were the only forms used for hundreds of years.
 - a) Small letters;
 - b) Capital letters;
 - c) Capital and small letters;

d) A picture writing.

4. Many people consider the Roman alphabet... A.D. 114.

a) to have been developed;

b) to have been perfected;

c) to have been simplified;

d) to have been rounded.

5. Small letters gradually developed from

a) symbols;

b) signs;

c) capitals;

d) pictures.

6. Read the text below and decide what part of speech in A, B, C or D best fits each gap in the sentences:

In 332 BC Alexander the Great, king of Macedonia, (1) ____ Egypt. In 305 BC Alexander's general Ptolemy became king of Egypt, and for almost 300 years his (2) ____, the Ptolemies, ruled Egypt. Although Ptolemy was Macedonian by birth and the Ptolemies remained (3) ____ to Greek culture, they were (4) ____ for one of the greatest periods of building and decorating temples in Egypt. The Ptolemies did so to win (5) ____ for their rule from their Egyptian (6) ____. The Ptolemaic dynasty ended when Cleopatra, queen of Egypt, (7) ____ suicide after the Romans (8) ____ her forces at the Battle of Actium in 31 BC. The Roman victory marked the end of ancient Egypt as a/an (9) ____ power.

- | | | | |
|------------------|----------------|-------------------|------------------|
| 1 A. conquered | B. conquer | C. conquering | D. conquest |
| 2 A. descend | B. descending | C. descendible | D. descendants |
| 3 A. ties | B. tied | C. tier | D. tiring |
| 4 A. responsible | B. responsibly | C. responsibility | D. responsive |
| 5 A. accept | B. accepted | C. acceptance | D. acceptability |
| 6 A. subjects | B. subjective | C. subjacent | D. subjectify |

- 7 A. commitment B. committed C. committing D. committal
 8 A. defeatism B. defeat C. defeating D. defeated
 9 A. depend B. independence C. independent D. depending

7. After reading the text, choose the correct tense-form (active or passive):

According to a Greek legend, the Olympic Games (1) _____ by Hercules, son of Zeus, in honour of his father. The first Olympic Games about which we have information (2) _____ in 776 BC on the plain of Olympia. Games (3) _____ place before this date but (4) _____ mainly of chariot races. The ancient Greeks thought the Games (5) _____ important that they (6) _____ time by the interval between them. A period of four years (7) _____ to as Olympiad. The Games also (8) _____ the Greek ideal of physical fitness and beauty, which they (9) _____ as important as the development of the mind. Nothing, not even war, (10) _____ to interfere with the Games. They (11) _____ continually every four years for more than 1000 years until their abolishment by the Romans in AD 394.

At the end of the nineteenth century, a Frenchman called Baron de Coubertin (12) _____ establishing the tradition. Following his suggestion fifteen nations (13) _____ at a national congress in 1894. Two years later, the first modern Olympic Games (14) _____ in Athens. In 2004, the Olympics (15) _____ to Greece, where Athens (15) _____ once again (16) _____ host to the greatest sports event in the world.

- | | | |
|----------------------|-----------------|--------------------|
| 1. a. were started | b. started | c. starts |
| 2. a. hold | b. were hold | c. are holding |
| 3. a. took | b. has taken | c. had taken. |
| 4. a. had consisted | b. consisted | c. has consisted |
| 5. a. were | b. are | c. is |
| 6. a. were measuring | b. measured | c. measures |
| 7. a. referred | b. was referred | c. had referred |
| 8. a. represents | b. represented | c. is representing |
| 9. a. considered | b. consider | c. have considered |

- | | | |
|---------------------|------------------|------------------|
| 10. a. allowed | b. was allowed | c. had allowed |
| 11. a. were held | b. hold | c. had been hold |
| 12. a. suggested | b. has suggested | c. suggests |
| 13. a. meet | b. met | c. will meet |
| 14. a. were held | b. has been held | c. was held |
| 15. a. had returned | b. returned | c. are returning |
| 16. a. played | b. was played | c. had played |

Test 4

IV. Read and translate the text:

DAILY LIFE IN ANCIENT ROME

By the time Rome had become the center of an empire, family life was changing. In the days of the Republic, the father was the undisputed head of the family. He could even sell his children as slaves. He could arrange marriages for his daughters when they were only 12 or 15 years old. He would do this for the political and economic benefits it would bring to the family. The young bride and groom had little to say about it.

By the A.D. 100s, however, family discipline had become less harsh, and the father's power had been reduced. A father no longer had the right to sell his children or to force marriages. In addition, women had more freedom. Unlike women in other ancient cultures such as Greece, Roman women were independent under the law. They could have their own property and slaves.

Families that could afford the cost of private education sent their children and even household slaves to school beginning at about age seven. These children studied basic reading, writing, and arithmetic. The schools were small, and one teacher was responsible for all subjects. Teachers followed the rule of the Greek playwright Menander: "A man who has not been flogged [beaten] is not trained."

Girls usually did not have any formal education after age 15. Usually at 15, the sons of wealthy parents continued their education by taking classes in Latin and Greek literature and rhetoric – the art of effective writing and speaking.

Students needed to learn rhetoric in order to enter law or politics. Romans believed that skill in rhetoric was the mark of a gentleman.

The Roman schools rarely had classes in science, engineering, or complex mathematics. The few professional people – engineers, doctors, or lawyers, for example – learned through apprenticeships, not through formal education.

The city of Rome was crowded, busy, thriving place – the center for the best and worst of the Mediterranean world. Disease, crime, and fires raged there. But life in Rome also had its benefits. The emperors made a point of trying to keep the city happy.

The government gave free wheat to make citizens on a regular basis. This gift of food was important to the poor people of Rome. On special occasions, the emperor also gave money to the citizens of Rome. The wheat and money came from taxes that farmers and other people in the provinces paid.

Another benefit of living in Rome was the plentiful water supply. The system of aqueducts carried 200 million gallons of water to Rome daily. With so much water available, the city built public baths where residents, rich and poor, could bathe and swim for a small fee. These baths became important gathering places.

The emperors spent enormous sums of money to entertain the people. In fact, 159 days each year had been declared holidays by the A.D. 50s.

On these holidays the emperors provided elaborate circuses and games to keep the people content. The Circus Maximus was a gigantic Roman arena that could hold nearly 200,000 spectators. There, spectacular daredevil chariot races took place.

Chariot racing was also popular at the Colosseum, but so were some of the more bloody sports. Wild beasts were hunted and killed by the hundreds. Gladiators fought each other to the death. The Romans were so fond of bloody events that during the intermissions, Roman officials executed condemned criminals for the entertainment of the audience.

However, the benefits of life in Rome such as free food and spectacular entertainment did not appeal to all Romans. Some claimed that the citizens took too much interest in those things and not enough interest in their government. Even members of the elite class, who benefited the most, saw problems. The Roman writer Juvenal also complained that the public “long for just two things – bread and circuses.”

Many Romans believed that they had been able to build their empire and find peace because they had kept their gods happy. Like many other ancient peoples, the Romans had gods for every act and event in their lives.

The great gods of the Roman state were Jupiter, Juno, and Minerva. Jupiter was the supreme god. He controlled the thunder and lightning and was the special guardian of Rome. Juno was his wife. She was the queen of the gods and the protector of women. Minerva was the goddess of wisdom and guardian of craftworkers. The Romans joined together on specific days to worship these gods. In this way they showed their unity and their loyalty to the state.

At home, the Romans worshiped household gods, such as Vesta, Lares, and Penates. Vesta guarded the fireplace, where people cooked and kept warm. Lares guarded the land, and Penates watched over the stored food. Family members made daily offerings to these gods and asked for protection in exchange.

In A.D. 126, these Romans erected a magnificent temple called the Pantheon to honor all the Roman gods and goddesses. They built it in the shape of a drum, with a dome rising 14 stories above the ground. They covered the dome with gleaming brass so that people could see it shining all over the city.

The Roman religion was based on rituals, or ceremonies, rather than a written creed or right behavior. If a priest carried out the rituals properly, the Romans thought that the gods would be happy and would reward them with protection and wealth.

In one of the most important rituals, priests sacrificed animals to please the gods.

By the A.D. 100s, many Romans were becoming dissatisfied with the state religion. Since their religion did not teach about how people ought to act, some Romans started looking for other religions. Some gods and religious beliefs from Greece, Asia, Persia, and Egypt began to gain popularity during the first two centuries A.D. People in many parts of the empire were becoming Christians.

For the most part, the Romans were tolerant of other religions within the empire.

1. Find the words and expressions in the text which mean the following:

1. profit;
2. free from control;
3. to be answerable for;
4. the art of effective writing or speaking;
5. flourishing;
6. to join (a school, a college);
7. capable of being used, that may be obtained;
8. to amuse, to interest;
9. interval, pause;
10. to attract, to move the feelings;
11. a protector;
12. a skilled workman who used the houses to make things.

2. Suggest the English for:

Політичні та економічні переваги (користь); були незалежні за законом; відповідав за всі предмети; вивчати (як студент) юриспруденцію або політику; процвітаюче місце; вода була доступна; розважати людей; подобалися не всім римлянам; Юпітер; Юнона; Мінерва; Веста; Лари; пенати; Пантеон.

3. Choose the word corresponding to the definition from those listed below:

a temple, a slave, a political figure, siege, a plebeian, the Senate, a patrician, ruling classes, a legion, a republic

1. a member of the lower classes in ancient Rome;
2. a person of noble birth, aristocrat;
3. a person engaged in political activity;
4. a building used for the worship of a God;
5. the surrounding of a place (a fortress, a town) by an army;
6. a body (in ancient Rome) having an important part in the government of the state, the highest state organ;
7. a division in the ancient Roman army consisting of several thousand foot-soldiers and several hundreds horseman;
8. a person who is owned by another;
9. groups of people exercising state power;
10. a state governed by people elected for a definite period;

4. Find in the text information connected with the following points. Give a short summary on some of these points in writing:

1. Family life in the Empire.
2. Benefits of life in Rome.
3. Republic services.
4. Entertainment.
5. Religious practices.

5. After reading the text choose the correct answer. Mind the Sequence of Tenses:

1. The rivals in Rome feared that Caesar ... too powerful. 2. Caesar knew he ... military glory to fulfill his ambitions. 3. Caesar feared that if he ... his life ... in great danger. 4. The plebeians believed that patrician judges ... advantage of this fact to rule unfairly against plebeians. 5. The leaders knew that their city ... in serious danger unless the common people 6. Some plebeians believed that they ... the same social and political rights as the patricians. 7. The poor plebeians, too, believed that the system ... unfair. 8. Archaeologists have found evidence that the Etruscans ... their alphabet in about 575 B.C. and ... the Romans new building

techniques. 9. The Greek astronomer Aristarchus expressed a theory in the 200 B.C. that the earth ... around the sun. 10. Socrates explained to his friends that he ... the law throughout his long life and ... it then. 11. Many Athenian leaders thought that by teaching the young to question every aspect of life, Socrates ... the authority of the government. 12. Spartan leaders recognized that Athens ... all of Greece from the Persians at the battles of Marathon and Salamis.

- | | | |
|-----------------------|-------------------------|--------------------|
| 1. a) was becoming | b) had become | c) will become |
| 2. a) must win | b) will win | c) won |
| 3. a) returned | b) returns | c) will return |
| woned be | will be | is |
| 4. a) take | b) took | c) will take |
| 5. a) know | b) knew | c) will know |
| will return | returned | return |
| 6. a) had | b) should have | c) have |
| 7. a) was | b) is | c) had been |
| 8. a) had introduced | b) introduced | c) will introduce |
| had taught | taught | teach |
| 9. a) revolved | b) had revolved | c) revolves |
| 10. a) had obeyed | b) woned obey | c) obeys |
| would not break | did not break | will not break |
| 11. a) will challenge | b) had been challenging | c) was challenging |
| 12. a) saved | b) had saved | c) will save |

6. After reading the text rewrite some of its parts in indirect speech:

When Zeus became the ruler of all the gods on Olympus, his closest friend and adviser was Prometheus.

One day, when there was a great banquet, Prometheus, as usual, rose to go.

“Why are you in such a hurry to leave, Prometheus? What do you find on earth that is more beautiful than this hall of mine?” asked Zeus.

“Nothing more beautiful, but something sweeter to me. Remember, O king, that you were born where now you rule; but I am a son of Earth, and the green meadows are dearer to me than this golden hall.”

So he went away, but Zeus was not pleased with this answer. And he sent for Hermes, his messenger, and told him to follow Prometheus and watch what he did. When he returned, he said:

“O king of the gods, do not be afraid that Prometheus will plot anything against us on Olympus. He loves the race of little men in Arcadia, and he does everything for their good. He has taught them how to make tools and weapons of bone, to build huts, to sow the ground, and many other things. The people there call him their Great Wise Brother, and they spoke of a wonderful gift that he promised to bring them.”

“And what is that?” asked Zeus.

“They do not know,” answered Hermes, “but Prometheus has told them that it will be to them a good servant and a bad master.”

Now Zeus was troubled.

“Perhaps he will teach them so much that they will become wiser than the gods,” he thought. “Perhaps he will make them strong enough to defy the Immortals

Test 5

V. Read and translate the text:

PRISONERS OF WAR ON ROMAN COINS

Prisoners of war are frequently depicted on Roman coins, beginning about 100 B.C. and continuing into the 5th century A.D. Coins served the Romans as an effective medium for propagandizing, even beyond the frontiers of the empire, the message of Roman strength and success in war as well as the disastrous consequences to those who opposed them. Captives first came to be used on Roman coins at the beginning of the last century of the Roman Republic. Together with other signs, such as Victory 21 and the trophy, they represented the enemy

soldiers captured during particular military campaigns. This continued to be true until the beginning of the 3rd century A.D. At that time Roman society entered into a period of rapid change, politically, economically, and socially. The increased militarization of government and the rigid stratification of social ranks that occurred in that century are reflected in the coinage: captives on the designs of coins were frequently used to express the complete authority of the state over the individual. The paper concludes with a discussion of the rather fascinating transformation of the prisoner-of-war motif occurred in the 5th century under the influence of Christianity. Like other pagan symbols, the prisoner of war was engulfed in the stream of Christian iconography thereby becoming another manifestation of the triumph of Christianity over paganism in the 5th century.

1. Match the words in the column A with their meanings in the column B:

- | | |
|--------------------|---|
| 1. coin (v) | a) (person, animal) taken a prisoner |
| 2. depict (v) | b) method, process, by which a result may be obtained |
| 3. medium (n) | c) (piece of) metal money |
| 4. disastrous (a) | d) absorb |
| 5. consequence (n) | e) show in the form of a picture; describe in words |
| 6. captive (n) | f) causing great or sudden misfortune; terrible accident (e.g. a great flood or fire) |
| 7. trophy (n) | g) (person who is) not a believer in any of the chief religions of the world |
| 8. authority (n) | h) smth kept in memory of a victory or success |
| 9. pagan (a, n) | i) that which follows or is brought about as the result or effect of smth |
| 10. engulf (v) | j) power or right to give orders and make others obey |

2. Find in the text a word close in meaning to:

Captives, often, to describe, a mechanism, a border, terrible, quick, strict, to happen, to reproduce, power, to finish, charming, display.

3. Find in the text a word opposite in meaning to:

Peace, seldom, to finish, weakness, failure, defeat, friend, slow, to begin.

4. Check the knowledge of your vocabulary by giving the English equivalents for the following words and word combinations:

Військовополонені; римські монети; ефективний спосіб пропаганди; за межами кордонів імперії; вперше використовувалися; суворий розгляд; абсолютна влада держави над особистістю; захоплююче перетворення; прояв тріумфу християнства над язичництвом; демонстрація сили та успіху римлян.

5. After reading the text choose the correct answer:

1. Captives on the designs of Roman coins were used
 - a) very often
 - b) very seldom
 - c) never.
2. Coin-types with depicted prisoners of war appeared in the Roman empire
 - a) in the 5th century B.C.
 - b) in the 100 A.D.;
 - c) between 100 B.C. and the 5th century A.D.
3. Coins served the Romans
 - a) by satisfying the needs of poor people
 - b) as a propaganda for the Roman might
 - c) as military ambitions of plebeians.
4. Captives on Roman coins represented
 - a) scenes of a Roman's peaceful life
 - b) the enemy prisoners caught in certain military campaigns
 - c) political pretensions of patricians.
5. In the 3rd century A.D. captives on the designs of coins were used to show
 - a) might of the state over each person
 - b) strict monopoly of trade

c) financial position.

6. The last of the Roman Republic means

a) the 5th century A.D.

b) the 5th century B.C.

c) the 3rd century A.D.

7. The prisoner-of-war motif in the 5th century was typical for

a) Christianity b) Paganism c) Both religions.

6. Add articles, if necessary, in the following:

Victory is not Conquest ... conquest begins when one power overcomes another power in ... war. However, ... conquest is more than just ... defeat of one army by another. During ... conquest. ... conquerors remain in ... lands that they have won and control ... defeated people by establishing ... new system of ... government. In ... addition, ... conquerors use ... resources of ... defeated country as they see fit. Leaders Make Conquest ... leaders and ... nations generally make ... conquests to increase their power and ... wealth. For example, 100 years after ... Alexander's death ... Rome, ... powerful city-state in ... Italy, began making ... conquests Romans hoped to increase their power by controlling ... trade in ... lands around ... Mediterranean. Sometimes ... rival nations may have ... great wealth but may at ... same time lack ... power to defend itself. ... potential conqueror then attempts to conquer ... rival nation to gain that wealth. For example, in ... early 1500s, ... Spain began making conquests in ... Americas. ... Spain wanted to acquire ... silver and ... gold from ... mines in ... America and to build ... Spain into ... world power. Caesar's Wife ... words "Caesar's wife" are used to describe ... person on whom even ... shadow of suspicion must not be allowed to fail. Julius Caesar divorced his wife on ... strength of ... rumour: her name was often mentioned whenever people talked about one of his men. He did not take ... trouble to enquire into ... matter and establish ... correctness of ... accusation. A Caesar's own reputation in matters of morality was not above reproach, someone asked him why he had divorced his wife on ... mere suspicion.

His reply was that it did not matter for Caesar himself, but ... woman who got herself talked about was not fit to be Caesar's wife; Caesar's wife must be above all suspicion.

7. Fill in the gaps with the right preposition:

... the battle ... Thermopylae, the Persian army overran mainland Greece and burned Athens ... the ground. However, most Athenians had escaped ... ship ... the island Salamis. Thus, "wooden walls" did indeed save the Athenians as the oracle ... Delphi had predicted. The next major battle ... the Persian wars took place ... the coast ... Salamis about a month ... the battle ... Thermopylae. The Greeks sank ... half the Persian fleet. Xerxes led his remaining troops ... Persia. The following summer, ... 479 B.C., the Persian tried one more time to invade Greece. ... the battle of Plataea, the Greek forces led ... the Spartans overwhelmed the Persians. ... banding together, the Greek city-states defeated the immense Persian Army. This victory showed ... the amazing things Athens and Sparta could achieve ... when they united ...

8. Identify the countable and uncountable nouns in the list follow. Give their singular/plural forms if possible:

Polis, civilization, citizens, letters, age, knowledge, democracy, leadership, monarchy, oligarchy, tyrant, city-states, invaders, Spartan, senator, helots, wealth, power, authority, coin, festival, tragedies, alphabet, law, barbarians, standstill, pathos, conquest, bondage, patrician, plebeian, assembly, tribune, rival, ally, captives, dictator, emergency, treason, epic, trouble-maker, heritage, determination, economy, massacre, martyrs, hierarchy, slave-owner, Christianity, dictatorship, failure, progress, courage, faith, freedom, peace

Unit 3

I. Can you list the crucial stages of human development?

Read and translate the text:

First people

The earliest humanlike creatures lived in Africa as long as three to four million years ago. Called australopithecines, or “southern apes,” by their discoverer, Donald Johanson, they flourished in eastern and southern Africa. They were the first hominids to make simple stone tools.

A second stage in early human development occurred with the appearance of *Homo erectus* (“upright human being”), a species that emerged around 1.5 million years ago. *Homo erectus* made use of larger and more varied tools. These hominids were the first to leave Africa and move into both Europe and Asia. They were able to do so in part because they learned to use fire to keep warm in colder areas. Around 250,000 years ago, a third — and crucial — stage in human development began with the emergence of a new species, *Homo sapiens* (“wise human being”). Two distinct subgroups, Neanderthals and *Homo sapiens sapiens*, both developed from *Homo sapiens*.

Neanderthals were first found in the Neander Valley in Germany. Their remains have been dated between 100,000 and 30,000 B.C. and have been found in Europe and Southwest Asia. Neanderthals relied on a variety of stone tools and seem to be the first early people to bury their dead. Some scientists maintain that burial of the dead indicates a belief in an afterlife. Neanderthals in Europe made clothes from the skins of animals that they had killed for food.

The first anatomically modern humans (people who looked like us), known as *Homo sapiens sapiens* (“wise, wise human being”), appeared in Africa between 150,000 and 200,000 years ago. Recent evidence indicates that they began to spread outside Africa around 100,000 years ago. By 30,000 B.C., *Homo sapiens sapiens* had replaced the Neanderthals, who had largely died out, possibly as a result of conflict between the two groups. The spread of these first modern humans

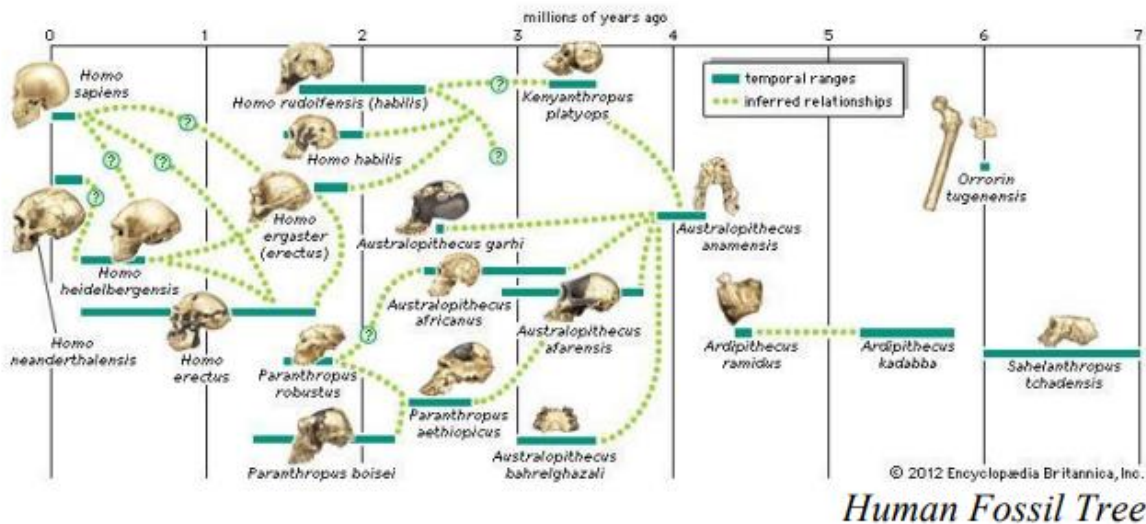
was a slow process. Groups of people, probably in search of food, moved beyond their old hunting grounds at a rate of only two to three miles per generation. This was enough, however, to populate the world over tens of thousands of years.

By 10,000 B.C., members of the *Homo sapiens sapiens* subgroup of the species *Homo sapiens* could be found throughout the world. All humans today, whether they are Europeans, Australian Aborigines, or Africans, belong to the same subgroups of human beings.

II. AFTER YOU READ

- What aspects show the stage of human development?

1. Identify and describe the stages of early human development, making you of the drawing below.



2. Draw a timeline for the early humans, use the terms in the box.

australopithecine	Homo	Neanderthal	Homo	Homo
	erectus		sapiens	sapiens
				sapiens

3. Match words with their definitions:

1. generation	a) a person who hunts animals and looks for plants to eat instead of farming
2. hunter-gatherer	b) a member of a tribe that travels from

	place to place
3. survival	c) a new idea, device, or method
4. nomad	d) the average period, generally considered to be about thirty years
5. innovation	e) something from an earlier period that still exists

4. Complete each sentence with the appropriate form of a word from Exercise 3.

1. Through technology and, they found ways to get better results with less work.
2. There were at least three - grandparents, parents and children - at the wedding.
3. The Magyars were a people of the steppes.
4. Most of these traditions are from earlier times.
5. European had blue eyes and dark skin.

5. Decide whether the following statements are true or false:

1. The term “australopithecine” means an “eastern ape”.
2. Homo erectus were the first hominids to leave Africa and move into both Europe and Asia.
3. The first anatomically modern humans were Homo sapiens.
4. By 30,000 B.C., Homo sapiens sapiens had replaced the Neanderthals.
5. All humans today belong to different subgroups of human beings.

6. Complete each sentence with the word from the text. Use the first letter as a clue:

1. The earliest h _ _ _ _ _ creatures lived in Africa as long as three to four million years ago.
2. A second stage in early human development occurred with the a _ _ _ _ _ of Homo erectus.

3. Their remains of N _____ were first found in the Neander Valley in Germany.

4. Two distinct s _____, Neanderthals and Homo sapiens sapiens, both developed from Homo sapiens.

5. Groups of people, probably in search of food, moved beyond their old hunting g _____ at a rate of only two to three miles per generation.

7. Decide where the correct variant is:

1. Australopithecines were the first hominids to make simple ____ tools.

- a) wooden
- b) stone
- c) bone

2. Homo erectus is a species that emerged around ____ million years ago.

- a) 4
- b) 2
- c) 1.5

3. Two distinct subgroups, Neanderthals and Homo sapiens sapiens, both developed from ____.

- a) Homo sapiens
- b) Homo erectus
- c) nomads

4. Homo sapiens sapiens began to spread outside ____ around 100,000 years ago.

- a) Europe
- b) Africa
- c) the Mediterranean

5. By ____, members of the Homo sapiens sapiens subgroup of the species Homo sapiens could be found throughout the world.

- a) 30,000 B.C.
- b) 10,000 A.D.
- c) 10,000 B.C.

8. Read the text again and complete these ideas:

1. The earliest humanlike creatures ...
2. Homo erectus made use of ...
3. Around 250,000 years ago ...
4. The first anatomically modern humans ...
5. Neanderthals relied on ...
6. Recent evidence indicates that ...

9. Match the phrasal verbs and their definitions:

1. rely on	a) to go to a different place to live or work
2. move to	b) to be confident, to trust, to depend on
3. belong to	c) to cover, reach, or have an effect on a wider or increasing area
4. spread to	d) be owned by someone

10. Use the phrasal verbs in the box to complete sentences:

spread	move
belong to	rely on

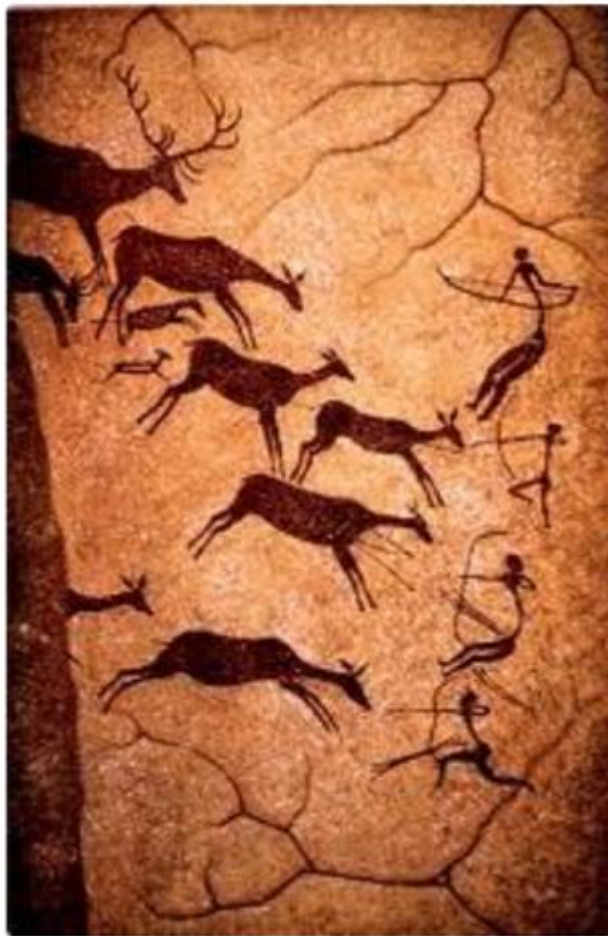
1. British weather can never be ___ - it's always changing.
2. This ___ the same family of drugs as Prozac.
3. The fire ___ very rapidly because of the strong wind.
4. They've bought a new house, but it will need a lot of work before they can ___.
5. Many working women ___ relatives to help take care of their children.
6. We've ___ seven or eight times in the last five years.
7. The disease ___ rapidly amongst the poor.
8. Who does this scarf ___?

11. Replace the underlined words with the phrasal verbs.

1. I trust you for good advice.
2. She put a thick layer of butter on her toast.
3. My parents kept going to live in a different house because of my dad's job.
4. The car is owned by the woman next door.

II. Read and translate the text:

The Hunter-Gatherers of the Old Stone Age



Just as people do today, Paleolithic peoples used technological innovations, including stone tools, to change their physical environment. One of the basic distinguishing features of the human species is the ability to make tools. The earliest tools were made of stone. The term Paleolithic Age is used to designate the

early period of human history (approximately 2,500,000 to 10,000 B.C.) in which humans used simple stone tools. Paleolithic is Greek for “old stone,” and the Paleolithic Age is sometimes called the Old Stone Age.

For hundreds of thousands of years, humans relied on hunting and gathering for their daily food. Over the years, Paleolithic hunters developed better tools. The invention of the spear, and later the bow and arrow, made hunting much easier. Harpoons and fishhooks made of bone increased the catch of fish. The hunting of animals and the gathering of wild food no doubt led to certain patterns of living. Paleolithic people were nomads, because they had no choice but to follow animal migrations and vegetation cycles. Hunting depended on careful observation of animal behavior patterns and demanded group effort for any real chance of success. Because both men and women played important roles in providing for the group’s survival, some scientists have argued that a rough equality existed between men and women.

As early hominids moved from the tropics into colder regions, they needed to adjust to new, often harsh, conditions. Perhaps most important to their ability to adapt was the use of fire. It was *Homo erectus* who first learned to make fires deliberately. Archaeologists have discovered the piled remains of ashes in caves that prove that Paleolithic people used fire systematically as long ago as five hundred thousand years. At a *Homo erectus* site in northern China, archaeologists have discovered hearths, ashes, charcoal, and charred bones. All of these were about four hundred thousand years old. Scholars believe that different groups of early people discovered ways to start fires independently throughout the world.

Having fire to create a source of heat was especially important when Ice Age conditions descended on the Paleolithic world. The most recent Ice Age began about 100,000 B.C. and ended in about 8000 B.C. During this time, sheets of thick ice covered large parts of Europe, Asia, and North America. Ice Age conditions posed a serious threat to human life, and the ability to adapt was crucial to human

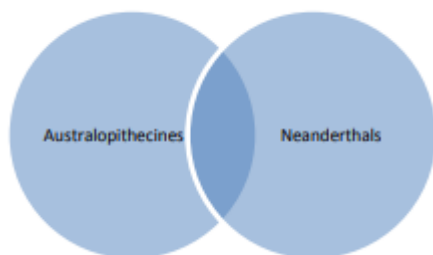
survival. The use of fire, for example, reminds us that early humans sometimes adapted not by changing themselves to better fit their environment but by changing the environment.

The importance of art to human life is evident in one basic fact: art existed even in prehistory among the hunters and gatherers of the Paleolithic Age. The cave paintings of large animals found at Lascaux in southwestern France and at Altamira in northern Spain are evidence of this cultural activity. Few humans appear in these paintings, and when they do appear, they are not realistic but rather crude, sticklike figures.

1. How would you evaluate the technological innovations of Paleolithic peoples?

- Explain why obtaining food by hunting and gathering is characteristic of a nomadic lifestyle.
- List the types of evidence archaeologists and anthropologists rely on to reconstruct prehistory.

2. Create a Venn diagram like the one shown below to compare and contrast the lifestyles of australopithecines and Neanderthals.



3. Complete a chart like the one below showing the effects of three tools on the lifestyle of early humankind.

Tool	Lifestyle

4. Decide whether the following statements are true or false:

1. Paleolithic peoples used technological innovations.
2. The earliest tools were made of wood.
3. For hundreds of thousands of years, humans relied on hunting and gathering for their daily food.
4. The most recent Stone Age began about 100,000 B.C. and ended in about 8000 B.C.
5. Art existed even in prehistory among the hunters and gatherers of the Paleolithic Age.

5. Complete each sentence with the word from the text. Use the first letter as a clue:

1. One of the basic distinguishing features of the human species is the ability to make t _ _ _ _ .
2. The i _ _ _ _ _ _ _ _ of the spear, and later the bow and arrow, made hunting much easier.
3. Paleolithic people were nomads, because they had no choice Australopithecines Neanderthals but to follow animal migrations and v _ _ _ _ _ _ _ _ _ _ cycles.
4. Archaeologists have discovered the piled r _ _ _ _ _ _ of ashes in caves that prove that Paleolithic people used fire systematically as long ago as five hundred thousand years.
5. The ability to adapt was c _ _ _ _ _ _ _ _ to human survival.
6. The c _ _ _ paintings of large animals found at Lascaux are evidence of cultural activity.

6. Look at the groups of words below. Cross out the noun or noun phrase which doesn't go with the word in each group.

1. human / early / student / extended life
2. develop muscle strength / sense of responsibility / disease / DNA
3. large / domestic / fauna / furry animal

4. adjust to conditions / darkness / myself / me

7. Match the word combinations and their explanations:

- | | |
|-----------------------------|--------------------------------|
| 1. technological innovation | a) everyday food |
| 2. distinguishing feature | b) plant life period |
| 3. daily food | c) something new in technology |
| 4. vegetation cycle | d) primitive people |
| 5. early people | e) special characteristic |

8. Match words and their definitions:

1. environment	a) a place used for a particular purpose
2. nomad	b) facts or physical signs that help to prove something
3. species	c) a member of a people or tribe who move from place to place to find pasture and food
4. evidence	d) the air, water, and land in or on which people, animals, and plants live
5. site	e) a particular group of things or people that belong together or have some shared quality

9. Complete each sentence with the appropriate form of a word from the previous exercise.

1. Certain chemicals have been banned because of their damaging effect on the
2. He managed to get himself a job on a building
3. shows that global warming is definitely occurring.
4. The Touareg people are who traveled through the desert.
5. Over 120 of birds have been recorded in this National Park.

10. Latin and Greek prefixes.

Latin	Greek	
extra-	ecto-, exo-	external, from outside
super-, supra-	hyper-	excessively, over, above
infra-, sub-	hypo-	under, below normal
contra-	anti-	against, opposite
multi-	poly-	more than one, many
	micro-	reduced, restricted side
ultra-		to an extreme degree
	bio-	relating to life, relating to biology

After you studied the meaning of the prefixes try to remember some words with them.

11. Which collocation is more likely?

1. populate the world / populate the place
2. perform important role / play important role
3. emergence of a new species / process of a new species
4. basic fact / elementary fact
5. create a serious threat to / pose a serious threat to
6. rough equality / uneven equality

12. Match the two parts of these collocations:

Populate	important role
Play	a new species
basic	the world
emergence of	a serious threat to
rough	fact
Pose	equality

13. Put each word in the box into the appropriate group of the adjectives to make word partnerships:

fact	threat	equality	role	species
------	--------	----------	------	---------

1. plain / historical / wrong / bare
2. important / leading / dual / starring
3. bomb / veiled / empty / death
4. racial / basic / gender/ social
5. endangered / different / rare tropical / human

14. Complete these sentences (1-5) with suitable endings (a-e):

1. Parents play an important a) of new species.
2. The events pose a b) equality between men and women
3. These creatures populated c) role in their child's learning.
4. The book is filled with basic d) threat to the church's leadership.
5. Evolution results in emergence e) the world centuries ago.
6. This society had a rough f) facts and figures.

15. Match the phrasal verbs and their definitions:

1. move into a) to result in
2. no doubt b) to supply what is needed for
3. adjust to c) to be certainly true
4. lead to d) to start living
5. provide for e) to change for
6. replace sb f) to adapt

16. Use the words in the box to complete sentences:

move	adjust	lead
doubt	provide	replace

1. There's **no** ___ that one day a cure will be found.
2. It's hard to make enough money to ___ **for** such a large family.
3. The factory ___ most of its workers with robots.
4. Reducing speed limits should ___ **to** fewer deaths on the roads.
5. She was a top student, **no** ___ about it.
6. It took a few seconds for her eyes to ___ **to** the darkness.
7. He had to ___ his mother **into** a nursing home.
8. They agreed to ___ **for** the child's education.
9. Her investigations ultimately ___ **to** the discovery of the missing documents.
10. My parents had trouble ___ **to** living in an apartment.
11. Tourism has ___ agriculture as the nation's main industry.

17. Correct the mistakes with the phrasal verbs expressions in these sentences.

1. Those who left were attracted, with doubt, by higher pay.
2. The plan for the huge event provides with 25 miles of electric cable and a 50,000 gallon water supply.
3. When I first moved off I painted everything blue.
4. His eyes had adjusted into semi-darkness.
5. A fascination for art led him up to start a collection of paintings.
6. Broken roof tiles should be replaced and broken windows should be repaired.

18. Translate the following sentences with the help of dictionary.

Development - *the process of gradually becoming bigger, better, stronger, or more advanced.*

1. This development is unique to Western medicine.
2. Since the 1940s, evidence has accumulated to show the fundamental importance of touch to healthy physical and emotional development.
3. But there is a strong tradition in this country that education (including higher education) should go beyond cognitive or intellectual development.
4. A further development was to embrace the stratigraphic sequence in the conclusions about denudation chronology.
5. These computers give the operators an opportunity to experience potential events in a realistic simulation and are capable of continuous modifications, development and expansion.
6. Very much less well understood is how the genes control embryonic development.

Crucial - *extremely significant or important.*

1. He thus witnessed the birth of Saudi Arabia and could observe its growth and development at a crucial period in its history.
2. Ukraine police have begun to work with Germany's federal criminal police by providing crucial information on an estimated 3,500 of the biggest and most violent CIS crime syndicates.
3. Although knowledge, faith and doubt are inseparable, there is a crucial difference in the nature of their relationship.
4. Temperature control is crucial, with 50% of the common British species unable to survive in normal summers without some method of cooling the water.
5. For adolescents the acquisition of a clear ego-identity is the crucial task.
6. One way of answering the question might be that Stalin was as unorthodox a Marxist as Makarenko, but this avoids the crucial problem of political control.

Per - *used for stating the rate or cost for each unit of time, quantity, distance etc; for each.*

1. The amount of energy lost to the material per unit weight is referred to as the 'radiation dose'.

2. Supplements per person per night: Single room £4.75; Front lake view £4.75.

3. The study found a small number of parts per billion of isopropyl methylphosphonic acid (iPMPA) in soil from bomb craters in the village of Birjinni in northern Iraq near the Turkish border.

4. The number of images per second needed to make them merge is called the flicker fusion frequency.

5. The Greenpeace report cites evidence of German firms paying smugglers up to DM 1,500 per ton to transport waste to Eastern Europe.

6. Secondly, Tayside has the highest recorded level of crime per officer in Scotland and the second highest recorded level per population.

Scholar - *a person who has studied a subject for a long time and knows a lot about it: an intelligent and well-educated person who knows a particular subject very well.*

1. The author is the English scholar Arthur Hind.

2. The library of art history books belonging to the famous scholar of the Italian Renaissance, André Chastel, who died in 1990, has been acquired by the French state.

3. Professor Connor, in a fascinating paper on computers in classical studies, claims that computers came just at the wrong time, at a time when scholar's interests were moving from textual studies to critical theory, women's studies and the like.

4. If material is required for bona fide research by another scholar, or for public lectures, the Belfast group have available a composite tape, exemplifying various types of speech.

5. One scholar points out that, in a sense, the siege of the city lasted not 349 days but 533.

19. Pretend you are part of an archaeological team uncovering artifacts and fossils at a recently discovered site. Describe the conditions of the site, the sorts of artifacts and fossils you have been working with, and what you hope to find.

<http://www.iceman.it/en/oetzi-the-iceman>

Visit the webpage of South Tyrol Museum of Archeology.



Although he was found in a glacier in the Alps, this Iceman actually died more than 5,000 years after the Ice Age. Recent discoveries prove that he was killed by an arrow. The cold mummified his remains. What tools and techniques might scientists have used to determine the Iceman's age?

How do archaeologists and anthropologists analyze limited evidence such as this skeleton and the stone tools to draw conclusions about the past?

UNIT 4

Text 1

I. Read and translate the text. Make a chart of major Sumerian inventions.

The Creativity of the Sumerians

The physical environment strongly affected the way Mesopotamians viewed the world. Ferocious floods, heavy downpours, scorching winds, and oppressive humidity were all part of the Mesopotamian climate. These conditions, as well as famines, convinced Mesopotamians that this world was controlled by supernatural forces, which often were not kind or reliable. To the Mesopotamians, powerful spiritual beings—gods and goddesses—permeated all aspects of the universe. The Mesopotamians identified almost three thousand gods and goddesses. Mesopotamian religion was polytheistic because of this belief in many gods. Human beings were supposed to obey and serve the gods. According to Sumerian beliefs, human beings were created to do the manual labour the gods were unwilling to do for themselves. By their very nature, humans were inferior to the gods and could never be sure what the gods might do to help or hurt them.

The Sumerians are credited with inventing the oldest writing system, cuneiform, which dates from about 3000 B.C. Using a reed stylus (a tool for writing), they made wedge-shaped impressions on clay tablets, which were then baked or dried in the sun. Once dried, these tablets lasted a very long time. Mesopotamian peoples used writing primarily for record keeping. Cuneiform texts, however, were also used in schools to train scribes, members of the learned class who served as copyists, teachers, and jurists. Writing was important because it allowed a society to keep records and to pass along knowledge from person to person and generation to generation. Writing also made it possible for people to communicate ideas in new ways. This is especially evident in The Epic of Gilgamesh.

The Sumerians invented several tools and devices that made daily life easier and more productive. They developed the wagon wheel, for example, to help

transport people and goods from place to place. The potter's wheel to shape containers, the sundial to keep time, and the arch used in construction are other examples of Sumerian technology. The Sumerians were the first to make bronze out of copper and tin, creating finely crafted metalwork. The Sumerians also made outstanding achievements in mathematics and astronomy. In math, they devised a number system based on 60. Geometry was used to measure fields and set up buildings. In astronomy, the Sumerians charted the heavenly constellations.

1. After reading:

- Name major inventions of the Sumerians, and tell how those inventions affect our lives today.
- Can you explain the bond between Mesopotamian polytheism and climate?
- Create a chart showing the achievements made by the Sumerians and list the effects of these achievements on our lives today.

2. Read and translate the words from the text. Make up the sentences with them.

Environment, Ferocious flood, a heavy downpour, scorching winds, oppressive humidity, a condition, a famine, to convince, supernatural forces, reliable, a spiritual being, to permeate, a universe, to identify, to obey, to suppose, according to, manual labour, inferior to hurt, cuneiform, a stylus, wedge-shaped impression, clay tablets, scribes, to allow, a society, knowledge, generation, to communicate ideas, a wheel, the sundial, the arch, tin, achievement, to devise, to measure, to set up buildings, to chart the heavenly constellations

3. Match the words on the left with their definition on the right:

1. humidity	a) the air, water, and land in which people, animals, and plants live
2. generation	b) a situation in which a large number of people have little or no food for a long time and many people die
3. environment	c) a lot of rain that falls in a short time

4. achievement	d) connected with the writing used by the people of ancient Mesopotamia
5. convince	e) all people of about the same age
6. downpour	f) a very large amount of water that covers an area that is usually dry
7. famine	g) to persuade someone to do something
8. cuneiform	h) something important that you succeed in doing by your own efforts
9. society	i) the amount of water contained in the air
10. flood	j) a particular large group of people who share laws, organizations, customs, etc.

4. Fill in the new vocabulary into the sentences:

allow	measure	achievement	communicates	floods	inferior
society	hurt	identify	environment		

1. ... has a right to expect people to obey the law.
2. Could you ... the height of the wall for me?
3. I'm really sorry, I didn't mean to ... your feelings.
4. We ... passengers one item of hand luggage each.
5. ... in Bangladesh caused over 1000 deaths.
6. It is a mistake to ... art with life.
7. I felt very ... among all those academics.
8. A baby ... its needs by crying.
9. More legislation is needed to protect the
10. Winning three gold medals is a remarkable

5. Translate the sentences from Ukrainian into English:

1. Згідно з інструкцією, вам потрібно буде купити клей.
2. Ще один неврожай може призвести до повсюдного голоду.
3. Ціна сама по собі не є надійним показником якості.

4. Для актора отримання «Оскара» — одне з найбільших досягнень, на яке можна сподіватися.

5. Завтра буде тепло, з високою вологістю.

6. Невдоволення владою, здається, охопило всі верстви суспільства.

7. Вона була настільки втомлена, що її ноги більше не слухалися.

8. Моя валіза на колесах, тому це трохи полегшує життя.

9. Ця палка використовується для вимірювання кількості масла в двигуні - ви бачите на ній позначки?

10. Вони покинули квартиру в жахливому стані – скрізь був страшений безлад.

5. Match the word combinations and their explanations:

number system	a writing medium for writing in cuneiform
clay tablet	physical work done by people
supernatural force	a system for representing numbers of a certain type
physical environment	a power that seems to violate or go beyond natural forces.
manual labour	the part of the human environment that includes purely physical factors (as soil, climate, water supply)

6. Complete each sentence with the appropriate form of a word from the previous exercise:

a) Artists began illustrating their own, internal worlds, creating their own ____.

b) As the Sun moved in the sky, the dark shadow on the ____ showed the change of time.

c) His photographs were ____ to those taken by Ernie.

d) After the words ‘Cum Santo Marco in soldo’ the ____ added ‘in uno scudo’ above the line of writing.

e) It is the human ____ that more technology, and yet more, can cure all our ills which is at fault.

7. Match words with their definitions:

sundial	a person who copies out documents, especially one employed to do this before printing was invented
Scribe	an acceptance that something exists, or is true, especially one without proof
universe	a device used outside, it shows the time by the metal making a shadow on the surface as the sun moves across the sky
Belief	low or lower in order, degree, or rank
Inferior	the world of human experience

RELIGIOUS AND CULTURAL LIFE OF MESOPOTAMIA

I. Discuss the questions with your classmates:

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

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

- How was the area of Mesopotamia called?
- What was the purpose of a ziggurat?
- Who worked at the courts and the ziggurat?
- What areas made up each Sumerian city-state?
- What was a cuneiform?
- What was the centre of Sumerian Life?
- What were the religious beliefs of the Sumerians?
- What made Sumerian priests very powerful?

- How did the Sumerian view of an afterlife differ from that of ancient Egyptians?
- Why do you think religion played such an important part in Sumerian life?
- What system of writing did the Sumerians develop?

SUMERIAN CULTURE

The people who settled in southern Mesopotamia about 3500 B.C. were a short, stocky, black-haired people called Sumerians. Their area of Mesopotamia was known as Sumer. Sumerian civilization is the earliest known on Earth. For the first time, people began to control their physical environment. The Sumerians knew they had to control the twin rivers. The rivers flooded each spring. The Sumerians made the channels larger until they became canals. They used the water in the canals to irrigate their crops.

There was no building stone and little timber in Sumer. One of the great cities of Sumer was Ur. The Sumerians were the first city-builders in this area of the world.

Each Sumerian city was considered a state in itself, with its own god and government. Each city-state was made up of the city and the farmland around it.

The Sumerians were very proud of their cities. Often, one city-state would go to war with another city-state. They fought over boundary lines and to prove which city-state was stronger. At the center of each Sumerian city was a temple, called a ziggurat. The word "ziggurat" means "mountain of god" or "hill of heaven." Each ziggurat was made up of a series of square levels. Each level was smaller than the one below it. Great stairways led to the top of a ziggurat, which was believed to be the home of the city's chief god. Only priests could enter the home of the god. Around the ziggurat were courts. The courts and the ziggurat were the center of Sumerian life. Artisans worked there. Children went to school

there. Farmers, artisans, and traders stored their goods there. The poor were fed there. All great events were celebrated in this area.

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

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

1.cuneiform	a) a person involved in trade;
2. tablet	b) an intention, an aim;
3.settle	c) a dividing line;
4. boundary	d) an ancient system of writing used in Persia and Assyria;
5.court	e) the official residence of a king or a queen;
6.artisan	f) a flat block of stone with words cut or written on it;
7.crops	g) any of the units into which a word may be divided;
8.purpose	h) a worker who is skilled at making things;
9.wedge	i) a person who made copies of writings before printing was invented;
10.syllable	j) to make one's permanent home in a country or an area as a colonist;
11.scribe	k) agricultural plants in the fields;
12.merchant	l) a piece of word that has one thick end.

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

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

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

Over	from	below	up	of
------	------	-------	----	----

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

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

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

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

6. Define the following notions:

- city-state – _____
- artisans – _____
- ziggurat – _____
- cuneiform – _____
- scribe – _____

7. Make comparisons: How would you compare the lives of women in the time of Sumer to the lives of women in the modern world?

CULTURE OF PRIMITIVE SOCIETY

I. Discuss the questions with your groupmates:

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

II. READING COMPREHENSION

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

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

FORMS OF BELIEFS IN PRIMITIVE SOCIETY

The word "culture," from the Latin root colere (to inhabit, to cultivate, or to honor), generally refers to patterns of human activity and the symbolic structures that give such activity significance. However, the term Primitive culture also incorporates ideas of society. Society and culture are similar concepts, but their

scopes are different. A society is an interdependent community, while culture is an attribute of a community – the complex web of shifting patterns that link individuals together.

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

Primitive religious beliefs played a positive role in human development, contributed to social progress. They contributed to the accumulation of knowledge and production skills, they reflected the principles of collectivism, which was built by the original community, they asserted the moral norms that united society.

Religion is human faith in supernatural forces and the existence of gods. The first religious beliefs appeared in the Middle Paleolithic (150-35 thousand years ago) in Neanderthals. Primitive forms of religion are: totemism, fetishism, magic, animism and shamanism.

Totemism is a form of primitive religious ideas, which are the main idea of idea of supernatural connection between a certain group of people and some object, phenomenon of nature or type of animal or plant. This name comes from the word "totem", "ototem" language of the tribe of the Algonquian peoples, the Indians of North America, it means "his family". Such beliefs were also common among Aboriginal tribes of Australia. People of a certain clan or phratry find yourself with some related totem. Totemic plant or animal often prohibit to eat, and if they can, make sure certain magical ceremonies, at certain times and under certain conditions.

In totemism reflected production activity tribal communities as the main means of obtaining food were gathering and hunting, and there are strong ancestral ties. Attempts of knowledge of human nature directed to the flora and fauna, which

depended on the welfare of these people, and existing ties of kinship between people transferred to the attitude to the world.

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

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

Magic (from Greek mageia – witchcraft) is a faith in the possibility to influence the surrounding world through fortune telling, spells, charms. According to primitive man, magic actions might help in the hunt or harm enemies.

Animism (from Latin anima, "breath, spirit, life") is the religious belief that various objects, places, and creatures possess distinctive spiritual qualities.

Animism is the oldest known type of belief system in the world. It is still practiced in a variety of forms in many traditional societies. Animism is used in the anthropology of religion as a term for the belief system of many indigenous tribal peoples, especially in contrast to the relatively more recent development of organized religions. Although each culture has its own different mythologies and rituals, "animism" is said to describe the most common, foundational thread of indigenous peoples' "spiritual" or "supernatural" perspectives. The animistic perspective is so widely held and inherent to most animistic indigenous peoples that they often do not even have a word in their languages that corresponds to "animism" (or even "religion"); the term is an anthropological construct.

Animism encompasses the beliefs that there is no separation between the spiritual and physical (or material) world, and that souls or spirits exist, not only in

humans, but also in some other animals, plants, rocks, geographic features such as mountains or rivers, or other entities of the natural environment, including thunder, wind, and shadows.

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

1. society	a. to relate to or describe sth.\sb;
2. interdependent	b. a person or an animal that has another as an ancestor;
3. community	c. that cannot be explained by the laws of science;
4. encounter	d. belonging naturally to a place; native;
5. refer	e. a system in which people live together in organized communities;
6. contribute	f. a thing that unites people; a bond;
7. supernatural	g. depending on each other;
8. tribe	h. not alive, esp. in the way that humans and animals are;
9. ancestor	i. to meet someone or experience something without planning to;
10. custom	j. a group of people of the same race and sharing the same language, religion, customs, etc., often led by a chief;
11. ties	k. any of the people from whom sb. is descended, esp. those more remote than their grandfather or grandmother;
12. descendant	l. a traditional and generally accepted way of behaving and doing things;
13. inanimate	m. the people living in one place, district or country, considered as a whole;
14. indigenous	n. to give sth, to help a person or an organization.

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

- The first religious beliefs appeared in the Early Paleolithic.
- Due to totemism the principle means of obtaining food were hunting and gathering.

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

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

1. refer

- a) mention b) relate to c) describe d) **decide**

2. community

- a) family b) commonwealth c) whole d) fraternity

3. tribe

- a) state b) clan c) race d) family

4. contribute

- a) consist b) redound c) subscribe d) donate

5. interdependent

- a) interdental b) co-dependent c) inter-reliant d) mutually – dependent

6. ancestor

- a) forefather b) researcher c) predecessor d) progenitor

7. indigenous

- a) strange b) native-born c) aboriginal d) native

8. custom

- a) law b) habit c) tradition d) convention

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

on	to	under	from	between
----	----	-------	------	---------

1. A lot will depend.....how she respondsthe challenge.
2. The American Congress corresponds.....the British Parliament.
3. This paragraph refers.....the events of the last year.
4. She comes.....a long line of actors.
5.existing conditions we should put off the meeting.
6. Many changes took place.....the two world wars.
7. Her work has contributed enormously.....our understanding of this difficult subject.
8. Adults should protect young childrenharm.

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

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

1.the beliefs of the Egyptians, earthly life was just a ‘bridge’.
2. Sometimes ‘ontology’the study of what might
3. How does it relate tosuch as truth, belief and justification.
4. Physics deals with the nature ofobjects.
5. These eventsin London.
6. The modern world has lack ofvalues.
7. Many of your suggestions have been..... in the new plan.
8. Theytheir own belief system with a variety of gods and goddesses .

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

UNIT 5
CULTURE OF ANCIENT EGYPT

I. Discuss the questions with your groupmates:

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

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

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

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

1.flourish	a) to place a dead body in a grave;
2. ancient	b) a country ruled by a king or a queen;
3.honour	c) a building used for the worship of a god or gods, esp in religions other than Christianity;
4. recurrence	d) to be successful, active or widespread;
5.bury	e) a person whose fame lasts forever;
6.temple	f) a great respect for sb;
7.immortal	g) belonging to times that are long past;
8.eternal	h) a person who performs religious ceremonies in a religion which is not Christian;
9.revere	
10.priest	

- | | |
|----------|--|
| 11.realm | i) the fact or process of sth happening again; |
| 12.loot | |
| | |

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

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

CULTURE OF ANCIENT EGYPT

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

Religion was an integral part of the daily life of every Egyptian. As with the people of Mesopotamia, the Egyptians considered themselves co-labourers with the gods but with an important distinction: whereas the Mesopotamian peoples believed they needed to work with their gods to prevent the recurrence of the original state of chaos, the Egyptians understood their gods to have already completed that purpose and a mortal human's duty was to celebrate that fact and give thanks for it. So-called 'Egyptian mythology' was, in ancient times, as valid as any accepted religion in the modern day. It was understood that human beings were an important aspect of the creation of the gods and that each human soul was as eternal as that of the deities they

revered. Death was not an end to life but a re-joining of the individual soul with the eternal realm from which it had come.

The Egyptian concept of the soul regarded it as being comprised of nine parts: the *Khat* was the physical body; the *Ka* one's double-form; the *Ba* a human-headed bird aspect which could speed between earth and the heavens; *Shuyet* was the shadow self; *Akh* was the immortal, transformed self, *Sahu* and *Sechem* aspects of the *Akh*; *Ab* was the heart, the source of good and evil; *Ren* was one's secret name. An individual's name was considered of such importance that an Egyptian's true name was kept secret throughout life and one was known by a nickname.

The famous Egyptian mummy (whose name comes from the Persian and Arabic words for 'wax' and 'bitumen', *muum* and *mumia*) was created to preserve the individual's physical body (*Khat*) without which the soul could not achieve immortality.

According to the beliefs of the Egyptians, earthly life was just a "bridge", the residential buildings were considered temporary housing. Unlike them, "forever home" – temples and tombs were built extremely strongly. Temple was considered the god of housing, so the king and priests could enter it.

By New Kingdom pharaohs were buried in tombs, in the rocks near Thebes, at a depth of about 90 m. This area was called the "KingsValley". The most famous is the tomb of Pharaoh Tutankhamun, one of the few that was not looted. Opening the tomb has enabled an idea about the material world the Egyptians: things they enjoyed, clothing. Ancient Egyptian statues were made of various stones. Less frequently they used wood, copper, gold and silver. The statues have different sizes – from very small to giant.

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

flourished	was considered	eternal	famous for	comprising	to
preserve	looting	prevented	prevented		

- The Pythagoreans were their games with numbers which showing the power of confusion.

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

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

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

CULTURE OF ANCIENT MIDDLE EAST

I. Discuss the questions with your classmates:

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

II. Read the text bellow about emergence of Islam and answer the following questions.

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

EMERGENCE OF ISLAM

Arabia, the birthplace of Islam, is the largest peninsula in the world. It was a vital link that connected the Mediterranean world, Asia, and the east coast of Africa.

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

Mohammed was born about 570. His parents died when he was still a child, and he was raised by relatives who belonged to a poor but prominent Arab family. Little else is known about Mohammed's early life.

At the age of 25, Mohammed married a wealthy widow' who ran her late husband's business. With her help Mohammed became a successful merchant. Yet he was troubled by the violence and treachery he saw in the world. He often went into the desert to pray. Once, when he prayed, the angel Gabriel spoke to him, saying that God had chosen Mohammed as his prophet, and that Mohammed's duty was to proclaim that Allah, or God, was the one and only God.

However the merchants and innkeepers of Mecca opposed him.

They thought that his teaching about one God would destroy their income from the Arab pilgrims. Threatened with death, Mohammed and his followers fled Mecca in 622. They were welcomed at Yathrib, a rival commercial town on the Red Sea. Yathrib, later renamed Medina, became known as the City of the Prophet. In Medina, he gained power and was both a religious and political leader. Muslims call Mohammed's journey from Mecca to Medina the hijrah, or departure. The year 622 was made the first year of the Muslim calendar.

Before Mohammed died in 632, he worked to unite the Arabs. After his death, his followers carried the message of Islam in many directions and it spread with amazing speed.

Teachings of Islam. The word Islam means «submission». Muslims believe that they must submit their will to God. The Five Pillars of Islam refer to the essential duties of every faithful Muslim. First, and most important, is the belief in one God, Allah. Muslims do not worship Mohammed as a god. To them, he is a human who was the messenger of God. The second duty is prayer five times a day. Islam teaches concern for the poor, so, giving alms, an act of charity, is the third duty. The fourth duty is fasting during the holy month of Ramadan. The fifth pillar is the annual pilgrimage (hajj) to Mecca prescribed for every Muslim once in a lifetime - «provided one can afford it» and provided a person has enough provisions to leave for his family in his absence. About 2000000 persons perform the hajj each year.

Islam has no formal church or clergy. All worshipers are considered equal. They may pray alone or assemble at a mosque, the Muslim meeting place. At the mosque, an imam leads the worshipers in prayer.

Muslims rely on the Koran, their holy book, for guidance in all matters. The Koran became the basis for government and law throughout the Islamic world. The Koran was written in Arabic. As a result, Arabic became the universal language of Muslims from many different countries.

Some teachings of Islam are similar to those of Judaism and Christianity. Muslims share the belief in one God. Mohammed accepted the Old and New Testaments as God's word. Like Jews and Christians, Muslims believe in a last judgment day, when people will be rewarded or punished, depending on how they conducted their lives. They also believe that Moses and Jesus were great prophets, but Mohammed, as God's final messenger, has the final authority.

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

- Before Mohammed dying he worked to unite the Arabs.
- Mecca was known as the City of the Prophet.
- Islam has some formal churches.

- At the mosque only imam leads the worshipers in prayer.
- The Koran was written in Hebrew.
- Muslims believe in a last judgment day.
- All worshipers aren't considered equal.
- Some teachings of Islam are similar to those of Judaism only.

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

1. fast	a. a punishment from God for doing sth wrong;
2. mosque	b. loyal to sb over a long period of time;
3. pilgrim	c. a person who travels to a holy place for religious reasons;
4. shrine	d. the ninth month of Muslim years when Muslims fast between sunrise and sunset;
5. clergy	e. period of going without food;
6. judgment	f. a person who teaches religion and inspired by God;
7. Ramadan	g. any place that is regarded as holy because of its associations with a special person or event;
8. charity	h. the acceptance of defeat or of another power;
9. prophet	i. a building in which Muslims worship;
10. pray	j. the people who have been officially made priests;
11. submission	k. to offer thanks, make requests to God;
12. faithful	l. the money or help given in this way.

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

1. prophet

- a) seer b) oracle c) **priest** d) prophesier

2. submit

- a) suppose b) accept c) surrender d) give in

3. flee

- a) escape b) run away c) flow d) get away

4. proclaim

- a) allow b) declare c) announce d) pronounce

5. pray

- a) ask b) praise c) request d) beg

6. treachery

- a) betrayal b) disloyalty c) trust d) deceit

7. charity

- a) violence b) mercy c) alms d) beneficence

8. holy

- a) sacred b) ordinary c) sainted d) blessed

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

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

1. When warpeople act irrationally.

2. The managerplans to the council for approval.

3. It's not something I enjoy. I don't purely out of a sense of

4. Her latest documentary is primarilyyouth unemployment.

5. You can'tfixed standards for art.

6. Nowadays we.....increasinglycomputers to regulate the flow of traffic in the town.

7. The play was first in 1987.

8. After discussing the new project we reached aconclusion.

9. He can speak withon a great range of subjects.

10. The rain forest is being systematically

6. Express your own opinion:

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

CHINESE CULTURAL TRADITIONS

I. Discuss the questions with your classmates:

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

II. 1. Read the text below about Chinese cultural traditions and answer the following questions.

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

SHAPING OF CHINESE TRADITIONS

Chinese philosophers, unlike Hindus or Buddhists, who wanted to free the individual soul from its cycle of rebirth, were concerned with this world. They sought ways of establishing a stable, orderly society. Between 500 BC and 200 BC, three major schools of thought emerged: Confucianism, Taoism and Legalism. *Confucianism*. Confucianism has sometimes been viewed as a religion and

sometimes as a philosophy. It is the way of life propagated by Confucius, China's most influential philosopher, in the 6th-5th century BC, and followed by the Chinese people for more than two millennia.

Confucius accepted traditional Chinese religious practices. He believed in the power of heaven, where the gods and ancestors' spirits lived. But his teachings were mainly concerned with life on earth. The goal of Confucianism was not the soul's salvation but order in society. Confucius was interested in ways to organize a good society. To him, a good society was one that preserved peace and order among individuals and between people and their government.

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

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

Taoism. Taoism, along with Confucianism, is one of the two major indigenous religio-philosophical traditions that have shaped Chinese life.

Behind all forms of Taoism stands the figure of its founder, Lao-tzu, traditionally regarded as the author of the classic text known as the Lao-tzu, or the Tao Te Ching («Classic of the Way of Power»). Lao-tzu taught that the goal of life was to become attuned to the Tao («The Way»). Lao-tzu believed a person reached harmony with nature not by using reason but through contemplation. His school later came to be called the Taoist school.

Taoist philosophy stressed simplicity and a closeness to nature. It was concerned with ways of improving a person's life in this world rather than with saving souls. The basic ideal of Taoist religion is the attainment of bodily

immortality. It was to be pursued by a series of individual practices: dietary control, gymnastics, good deeds, and meditation. Like Confucius, Lao-tzu was concerned with how to achieve a good society. Taoist philosophy and religion have found their way into all Asian cultures influenced by China, especially those of Vietnam, Japan, and Korea.

Legalism. Legalism was the third major Chinese philosophy. Of the various schools of thought that arose in China's classical age, legalism was the first to be accorded official favour. Through the influence of the philosopher Han Fei-tzu, who died in 233 BC it formed the ideological basis of China's first Imperial dynasty, the Ch'in (221- 206 BC).

Unlike Confucius, Han Fei Tzu was not interested in ethical conduct. He also opposed the Taoist emphasis on meditation.

Legalism was an authoritarian philosophy, it taught unquestioning obedience to authority. To the Legalists, rule by law was far superior to the Confucian idea of rule by good example. The Legalists believed that political institutions should be modelled in response to the realities of human behaviour and that men were inherently selfish and shortsighted. The Legalists advocated government by a system of laws that rigidly prescribed punishments and rewards for specific behaviours.

The brutal implementation of this policy by the authoritarian Ch'in dynasty led to that dynasty's overthrow and the permanent discrediting of Legalist philosophy in China.

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

- Three major schools of thought emerged between 500 BC and 200 AD.
- Confucius believed in the power of heaven when souls lived.
- He set out one basic relationship that defined everyone's place in society.
- The Tao was a force that could be defined.
- Han Fei Tzu was interested in ethical conduct.

- The followers of legalism believed that political institutions should be modeled in response to the realities of human behavior.
- Unlike Confucius, Lao-tzu was concerned with how to achieve a good society.
- Lao-tzu believed a person reached harmony with nature by using reason.

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

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

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

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

- This information doesn't.....the evidence of earlier witnesses.
- Soldiers are trained.....without question.
- He was.....dishonest.

- Many religious leaders travelled overseas.....their faith.
- They didn't even have the.....to apologize.
- Theof the new program will be next year.
- Our ears are nowthe noise of the new factory nearby.
- The Kangaroo is.....to Australia.
- Foreign have been consulted about this decision.
- Wethat everything possible was being done.

5. Express your own opinion:

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

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

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

Early Chinese Civilizations

I. Discuss the questions with your classmates:

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

II. 1. Read the text bellow about ancient Chinese culture and answer the following questions.

1. What factors LIMITED OUTSIDE INFLUENCE ON Chinese civilization?
2. How did geography help to shape China's view of the world?
3. Where did the first Chinese civilization develop?

4. Why was the Yellow River called the “River of Sorrows”?
5. How did ancient Chinese view their gods?
6. What customs and beliefs contributed to Chinese respect for the elderly?
7. What beliefs did the Chinese develop under the Chou dynasty?
8. How did the idea of the Mandate of Heaven encourage good government?
9. How was the idea of the Mandate of Heaven used by Chou rulers?
10. How did bureaucratic government develop in China?
11. Why did the Chou dynasty decline?

Ancient Chinese Culture

China covers an immense area. Imposing geographic barriers encircle China. The Chinese considered themselves unique and believed that their land was the center of the universe. As a result, the Chinese developed a civilization quite different from others. Like the Aryans in India, the Chinese established traditions that endured for centuries.

Thousands of miles northeast of India, in the Yellow River Valley of China, small farming villages formed the basis of the first Chinese civilization. However, this region of China suffers from both droughts and floods, and the Yellow River earned the title «River of Sorrows» for the death and destruction brought by its flooding.

The Shang dynasty, the first of many families to rule China, was founded in 1600 BC and survived until 1122 BC. It gave its name to the earliest Chinese civilization. The traditions and beliefs that emerged in Shang times shaped Chinese civilization for thousands of years.

The Shang people believed that the gods and spirits controlled the forces of nature. They also believed that their ancestors could influence the gods. Therefore, ancestor worship became central to Shang religion. Shang kings acted as priests, performing daily ceremonies to ask their ancestors for the favour of the gods.

During the Shang dynasty, the Chinese developed a system of writing that used pictograms, or drawings of objects, and ideograms as symbols that expressed

ideas or actions. Chinese writing included over 3000 symbols, or characters. As the language developed, the number of characters increased to over 50000. The Chinese writing system became so complicated that a person had to study for years in order to learn to read and write well. Until recent reforms simplified the system, every Chinese student had to learn at least 10000 characters.

In mathematics, the Shang developed a decimal system. Priest-astronomers devised a calendar with 12 months and 365 1/4 days.

The Chou dynasty, which overthrew the Shang, lasted from 1122 BC to 256 BC, longer than any other in history. The new rulers kept many Shang laws and customs. Later they made their own contributions to Chinese civilization.

To justify their seizure of power from the Shang, the Chou developed the idea of the «Mandate of Heaven». According to this belief a dynasty enjoyed heaven's blessing only as long as it governed wisely and justly. If a ruler was lazy, cruel or virtueless, heaven withdrew the mandate, or right to rule. A key part of the Mandate of Heaven was a ruler's responsibility to provide good government and put the well-being of the people above self-interest. The Chinese believed that natural disasters and invasions revealed a ruler's failure to please heaven. It was not considered a crime to rebel against a ruler who had lost the Mandate of Heaven. During the Chou dynasty, a feudal system emerged in China. The Chou ruler divided the land among powerful nobles, who, in exchange, owed loyalty, military service, and tribute to the king. Appointments to the key positions came to be based on a combination of merit and seniority. The majority of government employees were not relatives of the ruler, and some of them might not even be citizens of the state.

Local administration was entrusted to prefects, who served limited terms. Prefects were often required to submit annual reports to the court so that the ruler could judge their performance. Regional supervisors were sometimes dispatched to check the work of the prefects. All these features indicate the emergence of some new structure, which, though still crude, was the forerunner of the large and

complex bureaucracy of later Chinese dynasties. Government bureaucracy has remained an important feature in China since Chou times.

The Chou era was a time of economic growth. Peasants began to use fertilizers and iron tools. Under the Chou, trade expanded and cities grew. When the Chinese began to use metal coins, trade grew even faster.

It was in the late Chou period that the so-called Hundred Schools of thought emerged (6^h-3rd century BC), the six major philosophical schools being Confucianism, Taoism, Moism, Legalism, the School of Yin-Yang, and the School of the Dialecticians. Every school had its own Way, but the Way of Confucius (551-479 BC) and that of another traditional sage, Lao-tzu (6th century BC), were the most prominent.

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

- | | |
|---|--|
| <p>1. forerunner</p> <p>2. dispatch</p> <p>3. crude</p> <p>4. to rebel</p> <p>5. tribute</p> <p>6. seniority</p> <p>7. virtueless</p> <p>8. withdraw</p> <p>9. seizure</p> <p>10. submit</p> <p>11. supervisor</p> <p>12. simplify</p> <p>13. entrust</p> <p>14. noble</p> | <p>a) a person who has a high social rank, esp from birth;</p> <p>b) to make sth easy to do or understand;</p> <p>c) a person or thing that prepares the way for the coming of sb or sth else more important;</p> <p>d) not having or showing moral virtue;</p> <p>e) to send sb\sth to a destination for a special purpose;</p> <p>f) to give responsibility for sb\sth to sb;</p> <p>g) not skillfully made; not prepared in much detail;</p> <p>h) to move or take sb\sth back or away;</p> <p>i) to protest strongly against sth;</p> <p>j) a person who supervise sb\sth;</p> <p>k) an act, a statement or a gift that is intended to show one's respect or admiration, esp for a dead person;</p> |
|---|--|

- l) the action or an instance of seizing sth by force or legal authority;
- m) the state or fact of being senior in age, rank, etc;
- n) to give sth to sb\sth so that it may be formally considered or so that a decision about it may be made.

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

1. The Shang dynasty, the first of many families to rule China, was founded in 1600 BC .
2. The Chinese developed a system of spelling that used pictograms, or drawings of objects, and ideograms as symbols that expressed ideas or actions.
3. The ruler could judge the performance of prefects.
4. The majority of government employees were relatives of the ruler.
5. The Chou era was a time of economic growth.
6. It was thought to be a crime to rebel against a ruler who had lost the Mandate of Heaven.
7. The Chinese writing system became so easy that a person didn't have to study for years in order to learn to read and write well.
8. The Shang people believed that the gods and spirits controlled the forces of human beings.
9. It was in the late Chou period that the so-called Hundred Schools of thought emerged (6^h-3rd century BC), the four major philosophical schools being Confucianism, Taoism, and Moism.
10. Every school had its own Way, but the Way of Moism (551-479 BC) and that of another traditional sage, Lao-tzu (6th century BC), were the most prominent.

11. The Chou dynasty lasted from 1122 BC to 256 BC, shorter than any other in history.

12. Government bureaucracy has remained an important feature in China since Chou times.

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

1. forerunner

a) ancestor b) precursor c) tracker d) Baptist

2. withdraw

a) get out b) take out c) clear d) paint

3. entrust

a) expose b) impose c) confide d) rely

4. dispatch

a) post b) write c) load d) transmit

5. tribute

a) homage b) merit c) toll d) attribute

6. merit

a) miracle b) virtue c) excellence d) value

7. devise

a) contrive b) invent c) arrange d) diverse

8. endure

a) go on b) continue c) hold d) cry

9. destruction

a) devastation b) construction c) end d) demolition

10. employee

a) employer b) labourer c) clerk d) worker

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

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

1. The company hasfor redeveloping the city center this month.
2. Her suggestion isour consideration.
3. In this painter’s works there are..... in the landscape.
4. My tastes in fashion are widely..... other people.
5. She isloss of memory.
6. As an examiner she was completely fair,.....any particular candidate.
7. He made a very positivethe project.
8. She is giving him French lessons..... his teaching her English.
9. The pyramids were built..... forever.
10. Her colleagues paid..... her outstanding loyalty and commitment to the firm.

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

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

Early Indian Culture

I. Discuss the questions with your classmates:

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

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

1. What is the origin of Hinduism?
2. What are defining characteristics of Hindu belief?
3. What do the terms “Atman” and “Brahman” stand for?
4. What is the goal of life, according to Hindu thought?
5. What does the term “samsara” stand for?
6. What does the term “moksha” mean?
7. What does the law of karma determine?
8. What are the three main Gods in Hinduism?
9. Where and when did Buddhism come into being?
10. What was the time characterized by?
11. What are the “Three Jewels” of Buddhism?
12. Why was he called the Buddha?
13. What is the heart of Buddhist teaching?
14. What did the Buddha teach about suffering and the way to overcome it?
15. What is the ultimate goal of life due to Buddhism?

Hinduism and Buddhism in India

Much of India’s history can be understood through the interplay among its diverse religious groups because religion forms a crucial aspect of identity for most Indians.

Hinduism. One of the many religions born in India is Hinduism, a collection of diverse doctrines, sects, and ways of life followed by the great majority of the population. The term «Hinduism», introduced in about 1830 by British writers, properly denotes the Indian civilization which evolved from an earlier sacrificial religious system, generally known as Vedism, or Brahmanism. Hinduism is both a civilization and a congregation of religions; it has neither a beginning or founder, nor a central authority, hierarchy, or organization. In principle, Hinduism incorporates all forms of belief and worship without selecting or

eliminating any of them. Hindus are inclined to revere the divine in every manifestation, whatever it may be, and are doctrinally tolerant. The defining characteristic of Hindu belief is the recognition of the Vedas as an absolute authority revealing fundamental truths about life and the place of the individual in the universe. Of fundamental importance of all Hindu thought is the belief in the unity of all life which is reflected in the idea of soul. Hinduism teaches that every individual has a soul (atman), which is part of a larger universal soul (brahman). The goal of life, according to Hinduism, is to free the soul from its individual existence through reunion with brahman. The process of freeing the soul takes more than one lifetime.

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

Buddhism came into being in northeastern India during the period from the late 6th century to the early 4th century BC. It was a time of great social change and intense religious activity. Buddhism, like many of the sects that developed in India at the time, was constituted by the presence of a charismatic teacher; by the teachings this leader promulgated; and by a community of adherents. In the case of Buddhism this pattern became the basis for the Triratna (the «Three Jewels») comprising Buddha (the teacher), dharma (the doctrine or teaching), and sangha (the community of believers) - in which Buddhists have traditionally taken refuge.

According to Buddhist tradition, the founder of Buddhism, prince Siddhartha Gautama, was called the Buddha, or «the Enlightened One», after he attained enlightenment, while he sat under the sacred tree, and found the

knowledge he had been seeking. The Buddha discovered the «Four Noble Truths» which became the heart of Buddhist teachings. The first truth is that suffering and misery are universal. The second truth is that the cause of suffering is desire. The third truth is that the way to end suffering is to overcome desire. The ultimate goal of life is escape from desire in nirvana (dying out). Nirvana is the condition of wanting nothing. The fourth truth is that the way to escape pain and suffering is to follow the Middle Way, which offered practical guidelines that stressed right knowledge, intentions, speech, conduct, life-hood, and meditation. The Buddha taught the way to salvation that he had discovered. His disciples collected Buddhist teachings into sacred texts called the Tripitaka (Three Baskets of Wisdom).

Buddhism reflected many Hindu beliefs. Both religions viewed the world as a place of sadness and suffering from which people wished to escape. In the early centuries of the Common era, Buddhism spread rapidly into Central Asia, China, Korea, Japan, and Southeast Asia. In India, Buddhism and Hinduism existed side by side for centuries and gradually absorbed ideas and images of each other. Eventually, Buddhism merged back into Hinduism.

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

- | | |
|---------------|---|
| 1. nirvana | a) giving oneself up to serious (esp. religious) thought; |
| 2. karma | b) great suffering or discomfort of mind or body; |
| 3. brahman | c) change gradually into sth else; |
| 4. atman | d) the state of having been saved from sin and its consequences; |
| 5. samsara | e) the state in which individuality becomes extinct by being absorbed into the supreme spirit; transcendent freedom; |
| 6. charisma | f) capacity to inspire devotion and enthusiasm; |
| 7. meditation | |
| 8. salvation | |
| 9. promulgate | |

10.adherent	g) the cycle of reincarnation;
11.misery	h) the inner Self of all beings; individual soul;
12.escape	i) to make sth widely known;
13.merge	j) a supporter of a party or set of ideas;
14.enlightenment	k) the action of running away from a place or a difficult situation;
	l) great knowledge and understanding
	m) the law of cause and effect, which states that what one does in his present life will have its effect in the next life;

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

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

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

1. identity

a) coincidence b) difference c) sameness d) individuality

2. congregation

a) church b) group c) assemblage d) conformation

3. disciple

a) adherent b) follower c) principle d) supporter

4. acquire

a) inquire b) get c) obtain d) achieve

5. promulgate

a) accept b) declare c) proclaim d) announce

6. revere

a) adore b) discover c) respect d) venerate

7. absorb

a) soak up b) deny c) consume d) assimilate

8. worship

a) work b) homage c) adoration d) reverence

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

on	to	under	from	between
----	----	-------	------	---------

1. A lot will depend.....how she respondsthe challenge.

2. The American Congress corresponds.....the British Parliament.

3. This paragraph refers.....the events of the last year.

4. She comes.....a long line of actors.

5.existing conditions we should put off the meeting.

6. Many changes took place.....the two world wars.

7. Her work has contributed enormously.....our understanding of this difficult subject.

8. Adults should protect young childrenharm.

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

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

1.the beliefs of the Egyptians, earthly life was just a 'bridge'.

2. Sometimes 'ontology'the study of what might

3. How does it relate tosuch as truth, belief and justification.

4. Physics deals with the nature ofobjects.

5. These eventsin London.

6. The modern world has lack ofvalues.

7. Many of your suggestions have been..... in the new plan.

8. Theytheir own belief system with a variety of gods and goddesses

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

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

Early Japanese Civilisation

I. Discuss the questions with your classmates:

1. Where is Japan situated?

2. Which Japanese customs and traditions do you know?

3. What do you know about religious beliefs in Japan?

II. 1. Read the text bellow about early Japanese culture and answer the following questions.

1. How did geography affect Japanese early life?

2. How was early Japanese society organized?

3. What were the religious beliefs of early Japanese? What are they called?

4. What festivals did early Japanese celebrate?

5. What were the most popular rituals performed by early Japanese?
6. What did the Japanese build their shrines for?
7. Which books compile the oral traditions of ancient Shinto?
8. What is the core of early Japanese mythology?
9. What is the most venerated Shinto shrine in Japan?
10. What are the Three Sacred Treasures of Japan?
11. Who is believed to have become the first Japanese emperor?

Early Japanese Culture

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

Japan is an archipelago, a chain of islands, off the Northeast coast of Asia. The four main islands of Japan are Hokkaido, Honshu, Shikoku and Kyushu. The sea strongly influenced early Japanese life. The Japanese fished in the waters surrounding their islands. The Sea of Japan to the west was a barrier to invaders from the Asian mainland and thereby allowed the Japanese to develop largely on their own. Yet the sea also served as a highway for the Japanese, linking the islands to one another and to the mainland.

The early Japanese were organized into *clans*, family groups who traced their origins to a common ancestor. Within the clan, people lived in extended families. Each family's position in society was inherited. A family inherited the right to be farmers, weavers, potters, or warriors - the highest group in society. A clan was headed by a hereditary chief who was both a military and religious leader. The head of each clan was in charge of worshipping the clan's particular tutelary or guardian deity. Though each clan made the tutelary deity the core of its unity, such deities were not necessarily the ancestral deities of the clan.

Religious beliefs and mythology. Ancient Japanese religious traditions were called *Shinto*, the way of the gods. Shinto is the natural indigenous religion of

Japan. Ancient Shinto was polytheistic. People worshipped *kami* (gods or spirits), which they believed controlled the forces of nature. Japanese religious beliefs centred on respect for nature. People did not fear nature, rather, they were in awe of its unseen forces.

All natural objects and phenomena used to be considered as having *kami*, so the gods of Shinto were uncountably numerous. *Kami* were manifested in, or took residence in, a symbolic object such as a mirror, in which form they were usually worshipped in Shinto shrines. Gradually Shinto practices extended to the worship of ancestors.

Shinto is a religion of festivals and rituals. The prayer for good harvest in spring and the harvest ceremony in autumn were two major festivals. Divination, water purification, and lustration (ceremonial purification) became popular, and people started to build shrines for their *kami*. At shrines dotting the land, people offered gifts to the *kami* to ensure good harvests.

Unlike Judaism, Christianity, Islam, and Buddhism. Shinto has no specific leaders, nor any books or scripture. The *Kojiki* («Records of Ancient Matters») and the *Nihon shoki* («Chronicles of Japan»), are regarded in a sense as sacred books of Shinto religion. They are books about the history and topography of ancient Japan. It is possible to construct Shinto doctrines from them by interpreting the myths and religious practices they describe.

The core of the mythology consists of tales about the sun goddess *Amaterasu Omikami*, the ancestress of the Imperial Household, and tales of how her direct descendants unified the Japanese people under their authority. *Amaterasu*'s chief place of worship is the *Inner Shrine (Naiku)* of Ise, the most venerated Shinto shrine in Japan. She is manifested there in a mirror that is one of the *Three Sacred Treasures* of Japan (the other two being a jeweled necklace and a sword). Japanese mythology says that they were first given by *Amaterasu* to her grandson god *Ninigi* whom she sent to earth from the High Celestial Plain. Another descendant of *Amaterasu*, *Jimmu*, is said to have become the first emperor of Japan.

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

- | | |
|------------------|--|
| 1. kami | a) discovery of the unknown or the future by supernatural means; clever guess or forecast; |
| 2. Shinto | b) respectful fear or wonder; |
| 3. purification | c) spirits that early Japanese believed controlled the forces of nature; |
| 4. awe | d) ancient Japanese religious traditions; |
| 5. divination | e) freeing from sth morally harmful, offensive or sinful; |
| 6. tutelary | f) to join or link people or things together to form one unit; |
| 7. hereditary | g) native; |
| 8. lustration | h) protecting and having authority over a person; |
| 9. interpret | i) a person or an animal that has another as an ancestor; |
| 10. descendant | j) believing in or worshipping more than one god; |
| 11. indigenous | k) the act or ceremony of lustrating or purifying; |
| 12. polytheistic | l) the practice of showing respect for God; |
| 13. worship | m) passed on from parent to child or from one generation to following generations; |
| 14. unify | n) to explain what sth means. |

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

1. Japanese religious beliefs centered on respect for nature.
2. The Records of Ancient Matters and the Chronicles of Japan are regarded in a sense as sacred books of Shinto religion.
3. Ancient Japanese religious traditions were called *Shinto*, the way of the ancestors.
4. A clan was headed by a hereditary chief who was both a formal leader.

5. The prayer for good harvest in spring and the harvest ceremony in autumn were two huge events.

6. Gradually Shinto practices extended to the worship of predecessors.

7. The *Kojiki* and the *Nihon shoki* are books about the history and topography of medieval Japan.

8. The core of the mythology consists of tales about the sun goddess *Amaterasu Omikami*, the ancestress of the Imperial Household, and tales of how her direct descendants unified the Japanese people under their authority.

9. The gods of Shinto were not numerous.

10. Like Judaism, Christianity, Islam, and Buddhism, Shinto has no specific leaders, nor any books or scripture.

11. People offered gifts to the kami to ensure good harvests.

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

1. awe

a) wonderment b) duty c) veneration d) reverence

2. divination

a) prophecy b) forecast c) division d) fortune-telling

3. hereditary

a) ancestral b) gifted c) inborn d) inherited

4. worship

a) adoration b) veneration c) deification d) performance

5. purification

a) purgation b) refinement c) clarification d) classification

6. manifest

a) believe b) demonstrate c) express d) show

7. indigenous

a) local b) original c) native d) foreign

8. unify

- a) merge b) combine c) unite d) mix up

9. extend

- a) stretch b) widen c) explain d) expand

10. core

- a) gist b) corn c) essence d) heart

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

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

1. Pleasethat all the lights are switched off at night.
2. This administration many problems from the previous one.
3. Congress votedthe new measures.
4.begins at 11 o'clock.
5. We don't wantyou with requests for information.
6. These social tensionsin the recent political crisis.
7. She canagainst anybody in an argument.
8. It's time the government..... and abandoned this unworkable policy.
9. He can speakon a great range of subjects.
10. He was left.....the store while the manager was away.

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

1. Advantages and disadvantages of the geography of Japan.
2. Organization of early Japanese society.
3. Ancient Japanese religious beliefs.
4. Early Japanese mythology.
5. Early Japanese views of the world.
6. Festivals and rituals in ancient Shinto.
7. Compilations of the oral traditions of ancient Shinto.

UNIT 6

THE BEGINNINGS OF WESTERN ART TRADITIONS

I. Discuss the questions with your classmates:

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

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

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

ANCIENT GREEK ART

The term Western art refers to art of the western hemisphere, specifically western Europe and North America. Western art includes the rich traditions of Ancient Greek and Roman architecture up through the groundbreaking movements and styles of Modern art.

Greece was the birthplace of Western civilization. The influence of ancient Greek culture can still be seen today. The Greeks built temples in honor of their gods. The most outstanding example is the Parthenon in Athens.

Even though the Parthenon was built over two thousand years ago, its grace and majesty still shine through today. It reveals that Greek architects valued grace, harmony, and precision above all else.

The Parthenon stood with other temples on a sacred hill in Athens known as the Acropolis. To make the temple's exterior as attractive as possible, a handsome frieze was commissioned. A frieze is a decorative horizontal band running across the upper part of a wall. It showed the citizens of Athens delivering gifts to Athena. The relief sculpture that covered the area under the roof is missing. Many of the missing pieces are in foreign museums.

The sculptor who directed work on the Parthenon frieze was a man named Phidias. Art historians agree that Phidias was among the greatest of all Greek sculptors. One of his masterpieces was a colossal statue of the goddess Athena, created for the Parthenon's interior. This magnificent sculpture was adorned with gold and ivory. Sadly, this statue, like all of Phidias's works, has been lost. Our only knowledge of it comes through ancient written descriptions.

The Parthenon is constructed as a rectangle, which is divided into two smaller rectangular rooms. The temple was made entirely of marble blocks cut and fitted without the use of mortar.

The Greeks worked to create a logical, harmonious world. They sought perfect proportions in buildings, sculpture, and music by following the guidelines of mathematical proportion. Their artists produced statues that represented the Greek ideal of the perfect body. When they were new, Greek temples and statues were not the pure white we see today. The Greeks loved colour, and they painted their buildings and sculptures various hues. Time has since worn the paint away.

Ancient Greek painters were more famous in their time than sculptors. Like sculptors, painters tried to make their pictures as lifelike as possible. Unfortunately, none of these paintings remain today. However, surviving pottery from ancient Greece was painted with designs and scenes. The pictures on these vases give us an idea of what Greek paintings would have looked like.

The earliest Greek vases were decorated with bands of geometric patterns. Later, artists began painting human figures on vases. Often these were gods or popular heroes.

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

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

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

- | | |
|----------------|---|
| 1. frieze | a. a half of the earth; |
| 2. aqueduct | b. accuracy; |
| 3. hue | c. a structure, one built like a bridge that carries water over a valley; |
| 4. pottery | d. famous; |
| 5. temple | e. a variety or shade of colour; |
| 6. hemisphere | f. to make sth new or original; |
| 7. outstanding | g. the outside of sth, esp a building; |
| 8. create | |

9. rectangular

10. precision

11. exterior

h. a building used for the worship of a god or gods in religions;

i. pots, dishes made by hand with clay that is baked in an oven;

j. having the shape of a rectangle;

k. a picture at column.

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

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

1. Her hair..... with flowers.
2. Many peoples try to preserve their traditional
3. Ithis quotation in a dictionary.
4. At the National Gallery in London visitors can see a lot ofby famous artists.
5. Detailed instructions.....in the booklet.
6. The President.....us with a personal visit.
7. The guideour attention to another picture.
8. Am I really.....for the role of director?
9. The inscription on the coin
10. Only about half of the original workforce.....

5. Analyze the following words:

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

Answer: open, airy.

1. Find two nouns in the text which mean three-dimensional work of art created out of wood, stone, metal, or clay by carving, welding, casting, or modeling.

• 2. Find one adjective in the text which means very good, beautiful or deserving to be admired.

3. Find two verbs in the text which mean to make something by putting bricks or other materials together.

4. Find two adjectives in the text which mean not knowing where it is.

5. Find two adjectives in the text which mean very pleasing in appearance or sound, or causing interest or pleasure.

6. Find a noun in the text which means a work of art such as a painting, film or book which is done or made with great skill, and is often a person's greatest work.

THE ART OF THE MEDIEVAL PERIOD

I. Discuss the questions with your classmates:

1. What do you know about the Medieval Period?

2. Can you remember of any famous medieval buildings in your country or all over the world?

3. Do you think the word Romanesque is in any way connected to Romans?

4. Can you guess the meaning of word illumination?

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

1. What is Romanesque style?

2. When did the Romanesque period begin? When did it end?

3. What did the interiors of Romanesque churches look like? Why did they look this way?

4. What is Gothic style?

5. What are stained glass windows?

6. What is the difference between Romanesque and Gothic styles?

7. When did the artists start signing their works?

8. What does the Bayeux Tapestry depict?

9. What events are depicted in the Bayeux Tapestry?

10. What are the main characteristics of the Bayeux Tapestry?

THE MEDIEVAL ART

The art of the Medieval Period can be divided into two main styles: Romanesque and Gothic. During that era, architecture found expression in magnificent churches. The Romanesque lasted from about 1050 to about 1150. The main forms of artistic expression during this time were architecture and the sculpture and stained glass windows used to ornament buildings. Illumination used to decorate manuscripts was also an important art form. These artworks were mainly used for religious buildings and books.

The Romanesque style was inspired by the architecture of the early Roman Empire. Many new churches were built in western Europe in a style of architecture similar to ancient Roman buildings. It was called Romanesque and featured buildings of massive size; solid, heavy walls; wide use of the rounded Roman arch; and many sculptural decorations. The style was very busy visually. It featured round arches and thick, heavy walls with few windows. Often, towers were added. Windows were avoided because they would weaken the walls and could cause the heavy stone roofs to collapse. As a result, these churches were dark and somber inside.

The second period, the Gothic, lasted from about 1150 to around 1500. This new style, called Gothic, featured churches that seemed to soar upward, used pointed arches, and included stained-glass windows. But Gothic architecture did not emerge suddenly or without precedent. Precursors of Gothic can be found in Romanesque buildings as early as the late eleventh century, particularly in northern France and England. Stained glass is an artistic arrangement of colored glass pieces held in place with lead strips. Gothic architecture included pointed arches, which allowed for a more open and airy structure. This style was more gentle and fluid than the Romanesque style. By using stained-glass windows, Gothic builders changed the light that entered the churches into rich, glowing color. Gothic sculptors and painters sought more realistic ways to depict subject matter.

After 1100, artists and musicians began to sign their names to their works. Also, the importance of secular art and music began to increase. Music and art produced for nonreligious purposes were becoming more available and more respected.

One of the most intriguing Romanesque works of art is The Bayeux Tapestry, which depicts the Norman invasion of England in 1066. It is over 230 feet (70 metres) long and depicts 626 human figures, 190 horses, 35 dogs, 506 other birds and animals, 33 buildings, 37 ships and 37 trees or groups and trees, with 57 Latin inscriptions. Nothing is known for certain about the tapestry's origins. The first written evidence of the Bayeux Tapestry is in 1476.

Such a piece of work probably involved several artists and a general designer who worked together. Although it is called a tapestry the work is actually an embroidery. We have no records of who the artists were, but most medieval embroidery was done by women.

The Bayeux Tapestry is one of the few secular works of art. The events which are depicted in it are primarily historical, and they are shown from the Norman point of view. While the Latin text helps to explain the images, much of the story is told through the pictures themselves, and many of the details remain puzzling.

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

1. The Gothic style was inspired by the architecture of the early Roman Empire.
2. The Gothic period lasted from about 1150 to around 1500.
3. There are a lot of Romanesque buildings in northern France and England.
4. The Romanesque style used pointed arches, and included stained-glass windows.
5. By using round arches, Gothic builders changed the light that entered the churches into rich, glowing color.

6. Before 1100, artists and musicians did not sign their names to their works.

7. Precursors of Gothic can be found in Romanesque buildings as early as the late thirteenth century, particularly in northern France.

8. Many new churches were built in eastern Europe in a style of architecture similar to ancient Roman buildings.

9. Illumination used to decorate manuscripts was also an important art form.

10. The events which are depicted in The Bayeux Tapestry are primarily historical, and they are shown from the Roman point of view.

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

1. arch

2. secular

3. illumination

4. manuscript

5. romaneseque

6. last

7. inspire

8. feature

9. collapse

10. strip

11. fluid

12. depict

13. available

14. precursor

a. the art of decorating a manuscript;

b. to fall down;

c. to show or represent sb\sth as a picture;

d. to give a prominent part to sb;

e. not concerned with spiritual or religious affairs;

f. a style of building which was common in western and southern Europe from the 10th to the 12th centuries;

g. a long narrow piece of sth'

h. a person or thing that comes before sb\sth more important, larger;

i. that can be obtained or used;

j. smooth and elegant;

k. an old document or book written by hand in the times before printing was invented;

l. a similar structure forming a passage or an ornamental entrance;

m. to fill sb with the ability.

4. Analyze the following words:

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

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

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

to last used to inspired features collapsed arch precursor secular available depicts

1. The film that a new French actress will be on next month.
2. He took up.....art.
3. The pyramids were built.....forever.
4. You will be informed when the book becomes.....
5. The health.....through lack of support.
6. The artist.....her against the background.
7. Theyvisit galleries, exhibitions and theatres on Sundays.
8. The lake District scenery.....Wordsworth to write his greatest poetry.
9. Small disturbances that were.....of the revolution to come.
10. Marbleis a famous London landmark.

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

Example: manuscript – book

- decorate
- church
- dark

- art
- form
- era
- heavy
- airy
- nonreligious

7. Speaking activity. Follow the link [http://www. bayeuxtapestry. org. uk/](http://www.bayeuxtapestry.org.uk/) and examine the Bayeux Tapestry online, then get ready to express your opinion about it.

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Навчальне видання

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