

**НЕКОММЕРЧЕСКОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
УЧЕБНО-НАУЧНО-ПРОИЗВОДСТВЕННЫЙ КОМПЛЕКС  
«МЕЖДУНАРОДНЫЙ УНИВЕРСИТЕТ КЫРГЫЗСТАНА»**

**«СОГЛАСОВАНО»**

Проректор по учебно-административной  
работе НОУ УНПК «МУК»,  
к.ю.н., Карабалаева С.Б.

« 18 » ноября 2019г.

**«УТВЕРЖДЕНО»**

Ректор НОУ УНПК «МУК»,  
к.т.н., доцент Савченко Е.Ю.



« 19 » ноября 2019г.

**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС**

**Название дисциплины:** Профессиональный английский язык

**Название и код направления подготовки:** 530100- Философия

**Квалификация выпускника:** Бакалавр

**Форма обучения:** Очная

**Составитель (и):** преп. Алиева М.А., преп. Сыргабаева А.М.

**График проведения модулей  
5-6 семестр**

неделя	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
прак. зан.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
прак. зан.	2	2	П	2	2	2	2	2	2	2	2	2	2	2	2	2	2

**«РАССМОТРЕНО»**

На заседании кафедры  
«Иностранный язык»  
НОУ УНПК «МУК»  
Протокол № 2  
от « 4 » ноября 2019г.  
Зав. кафедрой,  
ст. преп. Джаманкулов М.

\_\_\_\_\_

**«ОДОБРЕНО»**

На заседании Учебно-методического  
объединения НОУ УНПК «МУК»  
Протокол № 2  
от « 15 » ноября 2019г.  
Председатель Учебно-методического  
объединения  
Матвеева Т.В.

\_\_\_\_\_

Директор Научной библиотеки  
НОУ УНПК «МУК»  
Асанова Ж.П.

\_\_\_\_\_

Бишкек 2019.

## ОГЛАВЛЕНИЕ

<b>Аннотация</b>	<b>Учебно-методический</b>	<b>комплекс</b>	<b>дисциплины</b>
<b>(модулей).....</b>	<b>3</b>		
<b>1. Пояснительная записка.....</b>	<b>4</b>		
1.1. Миссия и Стратегия.....	4		
1.2. Цель и задачи дисциплины (модулей).....	4	1.3.	
Формируемые компетенции, а также перечень планируемых (ожидаемых) результатов обучения по дисциплине (модулю) (знания, умения владения), сформулированные в компетентностном формате.....	5		
1.4. Место дисциплины (модулей) в структуре основной образовательной программы.....	6	2.	
<b>Структура дисциплины (модулей).....</b>	<b>6</b>		
<b>3. Содержание дисциплины (модулей).....</b>	<b>7</b>		
<b>4. Конспект лекций.....</b>	<b>7</b>		
<b>5. Информационные и образовательные технологии.....</b>	<b>38</b>		
<b>6. Фонд оценочных средств для текущего, рубежного и итогового контролей по итогам освоения дисциплины(модулей).....</b>	<b>39</b>		
6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения дисциплины .....	39		
6.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности.....	40		
6.3. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.....	42		
6.4. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности.....	43		
<b>7. Учебно-методическое и информационное обеспечение дисциплины.....</b>	<b>51</b>		
7.1. Список источников и литературы .....	51		
7.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимый для освоения дисциплины (модулей).....	52		
<b>8. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся.....</b>	<b>53</b>		
8.1. Планы практических (семинарских) и лабораторных занятий. Методические указания по организации и проведению .....	53		
8.2. Методические указания для обучающихся, по освоению дисциплины (модулей).....	57		
8.3. Методические рекомендации по подготовке письменных работ .....	57		
8.4. Иные материалы.....	58		

<b>9. Материально-техническое обеспечение дисциплины (модулей).....</b>	<b>63</b>
<b>10. Глоссарий.....</b>	<b>64</b>
<b>11. Приложения.....</b>	Учебно-методический комплекс материалов по дисциплине «Деловой английский язык» разработан в соответствии с требованиями Государственного образовательного стандарта высшего образования и предназначен для студентов, обучающихся по направлению <b>530100- Философия.</b>

Учебно-методический комплекс содержит учебную программу курса, учебнотематические планы проведения практических занятий, список основной и дополнительной учебной литературы, задания по выполнению самостоятельной работы, структуру и балльную оценку рейтингового контроля знаний, перечень контрольных вопросов по дисциплине, тестовые задания для самопроверки.

## АННОТАЦИЯ

### учебно - методического комплекса дисциплины.

Настоящая программа обучения английскому языку предназначена для студентов 3 курса по направлению **530100- Философия**.

Она написана в полном соответствии с государственным образовательным стандартом КР. по дисциплине "иностраный язык" и с учетом нормативного количества часов, отводимых на данную дисциплину.

Иностраный язык становится рабочим инструментом, позволяющим выпускнику постоянно совершенствовать свои знания, изучая современную зарубежную литературу по своей специальности. Наличие необходимой коммуникативной компетенции дает возможность выпускнику вести плодотворную деятельность по изучению и творческому осмыслению зарубежного опыта в профилирующих и смежных областях науки и техники, а также в сфере профессиональной коммуникации.

Изучение английского языка должно способствовать повышению общеобразовательного уровня студента, расширению его кругозора. Обогащает словарный состав, углубляет их эрудицию, развивать научный подход к изучаемому языку.

### 1. Пояснительная записка

Программа предназначена для студентов университета неязыковых специальностей. Главный принцип, который лежит в основе данной программы, - это следование концепции Европейского языкового портфеля и тем образовательным стандартам, которые обозначены этим документом в рамках приобретения коммуникативных языковых компетенций, которые включают лингвистический, прагматический и социолингвистический компоненты. Кроме того, данная программа полностью отражает основные положения, на которых строится концепция языковой подготовки студентов высшего учебного заведения.

#### 1.1. Миссия и Стратегия

***Миссия:** «Подготовка международно - признанных, свободно мыслящих специалистов, открытых для перемен и способных трансформировать знания в ценности на благо развития общества»*

***Стратегия** развития НОУ УНПК «МУК» - создание динамичного и креативного университета с инновационными научно-образовательными программами и с современной инфраструктурой, способствующие достижению академических и профессиональных целей.*

#### Миссия Кафедры

*«Подготовка специалистов, владеющих базовыми знаниями английского языка для осуществления межличностной и межкультурной коммуникации, а также для последующего получения знаний по английскому языку в профессиональной сфере».*

## 1.2. Цели и задачи дисциплины

**Целью** освоения дисциплины данного курса является формирование и совершенствование иноязычной коммуникативной компетенции, которая представляет собой владение иностранным языком (английским) в письменной и устной форме для осуществления коммуникации в профессиональной и социально-культурной сферах общения **Задачи:**

- формирование языковых и речевых навыков, позволяющих использовать иностранный язык для получения профессионально значимой информации;
- формирование языковых и речевых навыков, позволяющих участвовать в устном и письменном профессиональном общении на иностранном языке

## 1.3. Формируемые компетенции, а также перечень планируемых результатов обучения по дисциплине (модулю) (знания, умения владения), сформулированные в компетентностном формате.

*Дисциплина (модуль) направлена на формирование следующих компетенций:*

- *общенаучными (ОК) (код и содержание):*
- способность научно анализировать социально-значимые проблемы и процессы, умение использовать основные положения и методы гуманитарных, социальных и экономических наук в различных видах профессиональной и социальной деятельности (ОК-1);
- *инструментальными (ИК) (код и содержание):*
- владение иностранным языком в устной и письменной форме для учебной, научной, профессиональной и социально-культурной коммуникации на уровне необходимом для решения профессиональных задач выпускника бакалавриата (ИК-3);
- способность приобретать новые знания, используя современные образовательные и информационные технологии (ИК-4);
- *социально-личностными и общекультурными (СЛК):*
- стремление к саморазвитию, повышению своей квалификации и мастерства (СЛК-1);
- *профессиональными (ПК):*
- способность реферирования и аннотирования научной литературы (в том числе на иностранном языке), навыки научного редактирования (ПК-14)

Изучив курс «Деловой английский язык» студент должен:

### **Знать:**

- языковой материал изучаемого языка (лексика, грамматика, структурные и языковые модели) в профессиональном контексте, в том числе (СЛК-1);
- грамматические структуры, характерные для устной и письменной профессиональноориентированной коммуникации;
- общую, деловую и лексику иностранного языка в объеме, необходимом для общения, чтения и перевода (со словарем) иноязычных текстов профессиональной

направленности; (ИК-3) - интернациональную лексику; - терминологическую лексику; - правила делового этикета:

**Уметь:**

- в устной и письменной форме излагать результаты мыслительной деятельности, использовать знание иностранного языка в профессиональной деятельности, коммуникации и межличностном общении;

**Владеть:**

- иностранным языком в устной и письменной форме для учебной, научной, профессиональной и социально-культурной коммуникации на уровне необходимом для решения профессиональных задач выпускника бакалавриата (ИК-3, ИК-4);

- способностью реферирования и аннотирования научной литературы (в том числе на иностранном языке), навыки научного редактирования (ПК-14);

**1.4. Место дисциплины (модулей) в структуре ООП ВПО**

**Направление подготовки 530100 - Философия**

Программа предназначена для студентов неязыковых специальностей. Данная программа полностью отражает основные положения, на которых строится концепция языковой подготовки студентов бакалавров направления - Философия.

Общая трудоемкость дисциплины составляет 2 кредитных часа аудиторной работы в течение первых двух семестров (5 и 6) и включает 64 академических часов и промежуточной аттестации: экзамен. **2. Структура дисциплины (модулей)**

Курс дисциплины «Профессиональный английский язык» рассчитан на 2 кредитных часа в течении двух семестров (5-6) и включает 64 часа: из них 32 часов аудиторной работы (16 недель x 2 часов = 32 часа), (32x2=64 часа), 16 часов самостоятельной работы студента (СРС), (16x2=32 часа), 16 часов самостоятельной работы студента с преподавателем (СРСП). (16x2=32 часов), (32+32=64 часов).

Частотность практических занятий 2 академических часа в неделю, продолжительность учебного процесса 16 недель в 5 и 6 семестре, которые заканчиваются экзаменом.

**2. Структура дисциплины (модулей)**

**Тематический план изучения дисциплины**

3 курс, 5-6 семестры.

№ темы	Наименование темы	Кол-во часов
<b>Модуль I. Philosophy</b>		<b>16</b>
1	What is Philosophy?	4
2	An Introduction to Philosophy Philosophy as an Academic Subject	4
3	The Fields of Philosophy	4
4	The Ideas of the Structure of the Universe	2
	Обобщение и итоговый контроль. Test.	2

<b>Модуль II. The Greatest Philosophers</b>		<b>16</b>
1	Plato Platonism	4
2	Divine Plato	4
3	Aristotle Aristotelianism	4
4	Socrates	2
5	Обобщение и итоговый контроль. Test.	2
<b>Модуль III. Ancient Philosophy</b>		<b>16</b>
1	Medusa the Gorgone	4
2	Cerberus (The 12 <sup>th</sup> Labour of Hercule)	4
3	Pegasus and Chimaera	4
4	C.E.M.Joad's point of View expressed in his Introduction to The Guide To Philosophy	2
5	Обобщение и итоговый контроль. Test.	2
<b>Модуль IV. Western Philosophy</b>		<b>16</b>
1	The concise encyclopedia Of western Philosophy And Philosophers	4
2	Zeno's "Paradoxes"	4
3	Socrates' Dedication	4
4	The first western university	2
5	Обобщение и итоговый контроль. Test.	2
<b>Итого:</b>		<b>64</b>

### **3.Содержание дисциплины(модулей).**

Содержание дисциплины состоит из разделов, соответствующих структуре дисциплины, подразделов и отдельных тем с той степенью подробности, которая, по мнению преподавателя-составителя, оптимально способствуют достижению цели и реализации поставленных задач.

Что такое философия? Платон. Платонизм. Аристотель. Аристотелизм. Самое начало (the very beginning). Философия как учебный предмет. Медуза Горгона. Идеи строения Вселенной. Сократ. Божественный Платон. Значение философии. Цербер. Пегас. Древняя философия.

Базовый учебник:

Аругюнова Ж.М., Мазурина О.Б., Английский язык для философов. - 2008 г. **4.**

#### **Конспект практических занятий**

##### **Тема 1.**

## WHAT IS PHILOSOPHY?

Four ways of getting at the meaning and nature of philosophy may be proposed.

Inasmuch as this text seeks to introduce the reader to philosophy, it may seem appropriate to begin by defining the term.

### 1. The Word Itself

First, let us look at the word itself. "Philosophy" comes from a Greek word which means 'love of wisdom'. It was first used by the ancient Greek thinker Pythagoras (about 600 B.C.), who likened philosophers — pursuers of wisdom — to spectators at ancient games:

"... when Leon the tyrant of Philius asked him who he was, he said, 'A philosopher,' and that he compared life to the Great Games, where some went to compete for the prize, and others went to observe and judge, similarly in life, some grow up with servile natures, greedy for fame and gain, but the philosopher seeks for truth". To be sure, something of the spirit and character of philosophy is suggested in this way by the meaning of the word — but not much. We must know more about this "pursuit of wisdom".

### 2. The Fields of Philosophy

Let us then, second, approach the meaning of philosophy from a different standpoint, namely, from the standpoint of its several fields or areas of investigation. Not all lists of the fields of philosophy would agree, but most of them would almost certainly include six: metaphysics, epistemology, value-theory, ethics, aesthetics, logic. Metaphysics means, usually, the study or theory of reality. It should be mentioned that sometimes the word "metaphysics" is used in a narrower way to concern only transcendent reality, that is, reality which lies beyond the physical world and cannot therefore be grasped by means of the senses. Therefore, supernaturalists do metaphysics in the first sense because they raise the question of reality, and they do metaphysics also in the narrower sense because they believe in supernatural or transcendent reality, say, God. On the other hand, materialists do metaphysics in the first sense because they too raise the question of reality, but their belief is not metaphysical in the narrower sense because they deny that anything is real except matter. Epistemology is the study or theory of knowledge. Some philosophers think that the fields of metaphysics and epistemology are, in a way, the pillars of all the rest. Is it possible that how you answer the questions epistemology asks will determine your whole philosophical outlook? Value theory or axiology is, obviously, the study of value. It should be noted that this area of investigation does not involve any particular sort of value, but value of all sorts — the value of tables, steaks, political ideologies, laws, actions — with value in any and all of its manifestations. Ethics, on the other hand, is concerned with a particular sort of value, namely, value as it applies to personal actions, decisions, and relations; it is concerned with moral value. Aesthetics is also the study of a particular sort of value, namely, the values involved in art and our experience of beauty. (It should be noted that ethics, which studies moral value, and aesthetics, which studies aesthetic values, are properly sub-fields of value theory, which raises the question of value as such.)

Logic is a tool which philosophers employ as they set about to investigate these issues. This was recognized already in antiquity. Aristotle was the first to formulate in a systematic way the principle of right reasoning, and the writings in which he did this (his "logical" writings) came to be called the "Organon", which in Greek means "instrument" or "tool." However, in recent years, with the rise of mathematical and symbolic logic, logic itself has become for many a proper object of philosophical study.

In addition to the standard fields of philosophy some further areas should be mentioned, namely, where philosophical concern relates itself to other disciplines: The "philosophy of " category. Examples are the philosophy of religion, philosophy of science, philosophy of education, and philosophy of law. Here a particular discipline is viewed and treated philosophically; the philosopher is concerned with such issues as the nature of that discipline's subject matter, the adequacy of its methodology, the meaning and clarification of its concepts, its logical coherence, and its relation to and implications for other fields. It should be clear that the "philosophy of " studies are largely "second-order" studies, i.e. (that is) studies about studies. If, for example, you ever take a course in the philosophy of science, you won't light any Bunsen-burners, collect any specimens, or dissect any frogs. What you will do is think and talk about science. That is you will analyze the meaning of science, scientific language and concepts, scientific procedures, conclusions, and implications. When we distinguish in this way the several fields of philosophy we suggest something of the diversity of philosophical questions. But the questions posed by these various fields cannot, after all, be so neatly separated. In many ways these questions (and their answers) rise and fall together. In this way we must emphasize also the unity of philosophical questions.

Fill in the link words from the box and state their function in the sentence. therefore, conversely, but, in order to, and, which, since, if, however

- 1) The world would be nothing ( ) a crazy chaos.
- 2) ( ), any philosophical statement about any of these points must be rational.
- 3) Each realm is enriched by contact with the others, ( ) it is the task of philosophy to further this enrichment.
- 4) The student of philosophy( ), is not one who commits to memory unchanging answers to all possible questions.
- 5) Philosophy understands the foundations of knowledge ( ) make knowledge possible.
- 6) The critique is necessary ( ) its role is that of defining the conditions under which the use of reason is legitimate ( ) determine what can be known, what must be done, and what may be hoped.
- 7) The critique is, in a sense, the handbook of reason that has grown up in Enlightenment; and, ( ), the Enlightenment is the age of critique.
- 8) The philosopher will criticize all inconsistent views as well as consistent positions ( ) they are partial.

#### VOCABULARY BUILDING

Translate the following words into Russian using a dictionary. How many meanings does each have? Find the words in the text and translate the sentences. Which of the meanings fits the context? sense (n) - determine (v) - manifestation (n) - end (n) - experience (n) - implication (n) - standpoint (n) - investigation (n) - outlook (n) - diversity (n) - rise and fall together -

#### Tema 2

#### THE VERY BEGINNING

The curtain of history rises on a world already ancient, full of ruined cities and ways of thought worn smooth. Currently respectable theory suggests that there were people physically much like ourselves a hundred thousand years ago. Like other social animals we signalled to each other, marked our favoured routs, played with children, established hierarchies, and listened to the experienced elders. The earliest tales we have seek to explain why non-human animals no longer

speak in human tongues, why the sky no longer rests upon the earth, why brothers and sisters must no longer mate, why we age and die (which was not so, we said, in the beginning). There were warriors then, gardeners, builders, weavers, nurses, cooks, craftsmen, and magicians. There were probably also people with a reputation for recounting marvels, bringing messages from the sky or from our remembered ancestors.

In other words, for how long it was that people lived in small and roaming bands, or settled to build gardens in the waste, they behaved like people. They explained their words to themselves, and wondered about differences, and used their verbal powers to confute or entertain. When they encountered other bands of talking beasts they tried to reach some mutual understanding, even if only to identify their enemies. Some of them began to think that there was a god in speech, something that could outlast its mortal speakers and connect each new generation of mortality back to the forgotten sky, the way things really were. They became, in brief, philosophers, and the mythologies we find recorded by later are the distorted record of past philosophy.

The peoples around the Mediterranean basin who, by convention, constitute the ancient world elaborated stories to explain both what they did and what they saw being done. Something like this is true, but it would be rash to go much further and expound the speculations of pre-literate, prehistoric peoples, or even be sure that we had wholly understood the words of historical and literate ones. Something was being thought back then, and people developed reasons for what they did and thought, but what those thoughts and reasons were, who knows? Archaic philosophizing certainly existed, but attempts to describe it shows more about us than them.

The philosophic temperament is found throughout the world and may be assumed to have been present throughout the hundred thousand years of human being. But precisely because, on the available evidence, most of those millennia were lived under conditions very unlike our own, we cannot take it for granted that our ancestors saw exactly what we say we do, and differed from us only in the explanations that they invented.

The practice of interpreting the writings of our predecessors as lispings attempts to speak a truth we understand more clearly than did they is not without merit. Aristotle himself described the earlier philosophers as ones who were groping for the distinctions he expounded — notably, the distinction between four sorts of explanation (material, efficient, formal and final). He may have misrepresented them — though the evidence that he did is largely drawn from his account of them: if we entirely doubt his word, we have almost no evidence of what they thought. If he did misrepresent them, it does not follow that we will do much better: our knowledge of that past is fragmentary and distorted. Where are the 232, 808 lines of Theophrastus, Aristotle's first successor, or the 705 works of the great Stoic Chrysippus (c. 280—207 B.C.)? They would have been many fewer if he had quoted less, so his detractors said. Not every serious thinker wrote a book — we have but one book by a slave, and none by any woman; not every book was copied often enough to have much chance of lasting; books were destroyed, deliberately or not, by fire; many that survive have strayed so far beyond their context as to be unintelligible; even those we think we understand have lost whole realms of context, commentary, and implication. In the end, the account we give of past philosophy will always represent a present self, and therefore change from one year to the next. 'Socrates' names any number of distinguishable philosophers: Plato's Socrates and Xenophon's, Diogenes' and Aristotle's, Pyrrho's and Plotinus', or even Plotinus' Plato's Socrates. Each age, each individual, sees in the texts what they can understand, for good or ill. We usually end up by arranging thinkers into schools, and intellectual genealogies, even though

experience should teach us that a philosopher's pupils do not usually go on where he left off, and that actual influences cross centuries and thousand-miles without affecting anything in between.

Упражнение 1. Дополните предложения правильной формой Present Perfect. I know who your boss is. I (work) for him. Look! Somebody already (broke) the tree.

Mary (go) to Moskow, but she'll be back next Monday at the latest. Andy is in hospital now. He (have) a bad crash.

Jane is crying. She (hurt) her knee.

Упражнение 2. Поставьте глаголы в скобках в Present Perfect. He \_\_\_\_\_ (finish) training.

She \_\_\_\_\_ (score) twenty points in the match.

We \_\_\_\_\_ (watch) all the Champions League matches this season.

That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!

She \_\_\_\_\_ (buy) some really nice rollerblades! Oh, no! I \_\_\_\_\_ (lose) my money!

My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table. Dad, you \_\_\_\_\_ (eat) my biscuit!

I'm tired. I \_\_\_\_\_ (watch) three X-Files videos. Hurry up! They \_\_\_\_\_ (start) the film!

Mary \_\_\_\_\_ (study) hard this year, so she'll pass her exams. Oh no! She \_\_\_\_\_ (drop) the plate!

The garden is very green. It \_\_\_\_\_ (rain) a lot this month.

These are my favourite trousers. I \_\_\_\_\_ (have) them for five years.

Tom's my best friend. I \_\_\_\_\_ (know) him for three years. They \_\_\_\_\_ (live) in Miami for two years.

Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock. Brad \_\_\_\_\_ (live) in Chicago since 1998.

Упражнение 3. Поставьте глаголы в скобках в Present Perfect negative.

I \_\_\_\_\_ (not clean) my football boots.

They \_\_\_\_\_ (not start) their meal.

I \_\_\_\_\_ (not do) my homework.

He \_\_\_\_\_ (not win) all his matches this year.

My brother and I \_\_\_\_\_ (not see) any films this week.

It's my birthday party today. I \_\_\_\_\_ (not invite) many people.

He \_\_\_\_\_ (not wash) his hands. They're very dirty.

Mum's really angry. We \_\_\_\_\_ (not tidy) our room!

I can't play with my friends this evening. I \_\_\_\_\_ (not finish) my homework.

I \_\_\_\_\_ (not visit) New York for three years.

Where's Alison? We \_\_\_\_\_ (not see) her since yesterday. Dad \_\_\_\_\_ (not take) a holiday since last August.

John \_\_\_\_\_ (not play) the violin since he was school. Упражнение 4. Расставьте слова по порядку. Переведите получившиеся предложения.

have – Britain – several – I – to – times – been  
Spain – since – she – lived – in – 1994 – has  
five – married – have – they – years – been –  
for I – coffee – made – already – for – have –  
you never – Bob – a bike – has – had

Упражнение 5. Поставьте наречия из скобок в нужное место.

Have you washed your hands? (already)

We have phoned the doctor. (just)

Has she ridden a horse? (ever)

I have danced the tango. (never)

The train hasn't arrived. (yet)

Упражнение 6. Переведите предложения:

Я ещё никогда не был за границей.

Мои родители уже переехали в новую квартиру.

Он ещё не закончил уборку. Когда я был в командировке, я познакомился с прекрасной девушкой.

Я видел эту комедию трижды.

Ты уже читал сегодняшнюю газету?

Мы играли в компьютерные игры с 1 до 3.

### Тема 3

#### PHILOSOPHY AS AN ACADEMIC SUBJECT

Philosophy is an exceedingly difficult subject and cannot with the best will in the world be made into an easy one. For one thing, the understanding of philosophy is frequently found to entail some knowledge of a number of other subjects. Physics and theology, history and biology, aesthetics and literature — all these are intermittent grist to the philosopher's mill, and he who would follow its grindings must have at least a nodding acquaintance with them. For another, it is exceedingly abstract. There are many, and they are not by any means the most abstract. There are many, and they are not by any means the most stupid of our species, who will always find philosophy largely unintelligible. The twists and turns of the speculative reason, the hair-splitting distinctions, the abstractness of the thinking, the remoteness of the conclusions reached from the interests of ordinary life, the absence of agreed results — all these cannot but seem to many at best a monument of energy misplaced, at worst an irritating perversion of the powers and faculties of the human mind.

But there are others who, by nature addicted to philosophising, are nevertheless, kept at arm's length by the habits of philosophers. A natural taste for speculation has too often been repelled by the difficulty and obscurity of professional speculators. In my view some part of this difficulty and obscurity is unnecessary. In my work I have ventured to make a distinction between two kinds of obscurity — obscurity of expression and the expression of obscurity. The latter, I point out, is pardonable and, perhaps, inevitable. There is no necessary reason — at least I know of none — why the universe should be readily comprehensible by a twentieth-century mind, or why persons of average capacity should be enabled easily to grasp the thoughts of the profoundest intelligences that life has yet succeeded in evolving. The human mind, after all, has only just got under way. It is very little that we know about the universe, and, as we are beginning to realise, the more we

enlarge the area of the known, the more also we enlarge its area of contact with the unknown. And the unknown is also the obscure.

But obscurity of expression is simply bad craftsmanship. A philosopher should, like anybody else, study to make himself understood, and, if his failure is due to slovenly writing or to inadequate mastery of the arts of exposition, no profundity or originality of thought will excuse him from censure.

1) One and the same word in the English language may have several meanings. Find the following words in the text, underline them and choose the meaning to correspond the content of the text:

will — 1) воля; 2) желание; 3) завещание entail — 1)

влечь за собой; 2) вызывать; 3) навлекать

monument — 1) памятник; 2) монумент; 3) характерный признак или свойство

power — 1) сила, мощь; 2) власть; 3) возможность, способность faculty — 1)

способность; 2) факультет; 3) область науки yet — 1) еще; 2) уже; 3) даже; 4) до сих

пор but - 1) только, лишь; 2) кроме, за исключением; 3) но, а, однако; 4) (как, чтобы, не...) не.

2) Look up the following words and learn their explanations. Give their Russian equivalents:

Speculate

intelligence

perceive

experience

consciousness

contemplate

Упражнение 1. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в Past Perfect.)

I ... (to have) breakfast before I went to school.

He went to meet his friends after he ... (to do) his homework.

By 8 o'clock the rain ... (to stop).

Alice was late because she ... (to miss) the bus.

She went to the post-office after she ... (to write) the letter.

He ... (to work) at the factory before he entered the college.

He got a bad mark for his test because he ... (to make) a lot of mistakes in it.

I went to bed after I ... (to finish) reading the book.

The child ... (to fall) asleep before the parents came home. They

... (to marry) before they bought this house.

Упражнение 2 . Use Past Perfect of the verbs in the box to complete the sentences. (Используйте Past Perfect предложенных глаголов, чтобы дополнить предложения.) to leave, to go, to die, to see, to live, to fly

I didn't read the text in class because I ... my book at home.

The children didn't want to go to the cinema because they ... already ... the film.

Kate wasn't at home last week because she ... to visit her uncle.

Linda never knew her father because he ... before she was born.

I was excited when the plane took off because I... never ... before.

My grandfather was always afraid of animals because he ... never ... in the country.

Упражнение 3. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в

PastPerfect.) 1. Jill was afraid she \_\_\_\_\_ (forget) her key at home, but she found it in her handbag. 2. Dad wasn't at home when I came back. He \_\_\_\_\_ (go) out twenty minutes

before. 3. I wasn't hungry because I \_\_\_\_\_ (just/have) breakfast.

4. Peter saw an urgent message on his table. Somebody \_\_\_\_\_ (leave) it the day before.

5. I apologized I \_\_\_\_\_ (not/phone) her.

6. He told me that he \_\_\_\_\_ (come back) a fortnight before.

7. I knew him at once though I \_\_\_\_\_ (meet) him many years before.

8. We spent the night in Klin, a town we \_\_\_\_\_ (often/hear of) but \_\_\_\_\_ (never/see).

9. They couldn't believe he \_\_\_\_\_ (give up) his job in the bank. He \_\_\_\_\_ (make) a good living there.

10. Mr. Jackson said that he \_\_\_\_\_ (already/buy) everything for lunch.

11. Alice asked her brother where he \_\_\_\_\_ (arrange) to meet his friends.

12. We had no car at that time because we \_\_\_\_\_ (sell) our old one.

Упражнение 4. Say what action was done before. Combine the two sentences into one.

(Определите, какое действие произошло раньше. Объедините два предложения в одно, не меняя части местами. Используйте BEFORE )

Example/ Пример

I sent a telegram. Then I met my friend.

— I had sent a telegram before I met my friend.

The rain stopped. I went for a walk.

I did my homework. My mother returned home.

We met in the street. We went to the park.

They packed their things. Then they started.

I had dinner. I switched on the TV set.

He returned home. The guests left.

We came to the cinema. The film began.

I read the book. I saw the play.

They lived here. They moved to another place.

We played a game of tennis. We went to my place

Упражнение 5. Connect each pair of sentences with the conjunctions before, as soon as, after.

(Объедините два предложения в одно, используя before, as soon as, after.)

Example/Пример

They had lived in the country. They moved to the city.

— They had lived in the country before they moved to the city.

He had finished school. He went to a camp.

She had phoned her friend. She went to meet her.

I read the book. I had seen the film.

I had cleaned my room. I invited my friends home.

He entered the university. He had finished school.

He told me about his impressions. He had returned from his journey.

He was unhappy. He had got bad news.

I had finished the text. I handed in my exercise-book.

#### **Тема 4**

#### **PLATO (428-348 B.C.E.)**

Plato was born in Athens to a prominent aristocratic family. He traced his paternal ancestry to King Codrus and his maternal ancestry to Solon, the greatest lawgiver of Greece. Parental supervision appears to have designed for Plato a political career. Plato himself seems to have anticipated becoming a dramatic poet. However he did enter politics for a time and at the age of twenty-eight was the youngest member of the Senate. But neither poetry nor practical politics was to be his destiny. Disillusioned by politics and warfare, Plato gave up the political life in favour of philosophy. He became a disciple of none other than Socrates and went on in his own right to become one of the greatest and most influential philosophers. He founded the Academy, the first university, which lasted nearly a thousand years. By character, certain traits of which resulted from his early training, Plato was modest, orderly and steadfast. Many stories exemplify his temperance of character. One commentary records that once, as Plato was about to beat a slave, he suddenly became conscious of his disturbed state and stopped, saying, "I would beat you if I were not angry". Still another tradition concerns the Agrigentines. When he saw the splendor of their architecture and the luxuriousness of their feasts he remarked, "These people build as if they were to live forever, and eat as if they were to die instantly." Stories like these make it evident why the Athenians were accustomed to say that whereas Asclepius was born to heal men's bodies, Plato was born to heal men's souls.

Socrates, who claimed that philosophy ought not to be written down, wrote nothing. Plato, on the other hand, produced dozens of works on nearly every topic. As far as we know, Plato began writing his dialogues after Socrates was executed by his fellow Athenians for "corrupting" the youth and raising doubts in their minds about accepted gods. No doubt, the trial and death of his beloved mentor had a profound effect on young Plato. We do know that Plato left Athens shortly thereafter. Having dedicated himself to the quest for Truth, Plato now traveled to those places of the unknown world where wisdom might be gleaned. He first went to Megara where he remained for a time with Euclid. It is said that he then travelled to Cyrene where he contacted Pythagoreans who probably introduced him to the deeper study of mathematics, Magna Graecia, Phoenicia, Egypt. It is possible that he was initiated into the greater mysteries of the Egyptian priesthood. His journeys to southern Italy are definitely known. There he met the Italian Pythagoreans. While traveling Plato learned the doctrines of Heraclitus. On three occasions he visited Sicily. He believed that philosophy should be used by man in meeting his daily responsibilities, and it was in Sicily that he made an attempt to put the philosophy of statecraft into action. Defeated in his endeavor which resulted in his being sold into slavery. He was ransomed, returned to Athens to found his Academy. Plato's closing years were passed in seclusion at his Academy, where he had devoted forty years of his life to bring wisdom to others. His last days were attended with great dignity and respect, widely beloved by countrymen and foreigners alike. Plato lived to the age of eighty one. He was buried in the Academy, as he would have wished. One of the epitaphs upon his tomb reads, "Here lies the godlike man, Aristocles, eminent among men for the temperance and justice of his character." Thus ended the life or began the new life of Plato, who had lived to establish in the hearts of men that eternal Good which he held to be the sustenance of the Universe.

VOCABULARY BUILDING

Find the following verbs from column A in the text and try to guess their meaning from the context.  
Find their Russian equivalents from column B:

- | A         | B  |
|-----------|--|
| 1) purvey | a) давать отпор, опровергать             |
| 2) convey | b) придумывать, изобретать, создавать    |
| 3) disown | c) приводить (в качестве доказательства) |
| 4) adduce | d) представлять что-л. (как свое)        |
| 5) rebut  | e) сообщать (идею)                       |
| 6) devise | f) подразумевать, включать в себя        |
| 7) imply  | h) отказываться, отречься                |

Упражнение 1. Вставьте глагол во времени Future Perfect.

- I \_\_\_\_\_ a Londoner for five and a half years by next September. (be)  
By Tuesday Jill \_\_\_\_\_ these novels by O'Henry. (finish)  
Next year is Fred and Kate's 10th wedding anniversary. They \_\_\_\_\_ happily married for ten years. (be)  
Molly thinks the film \_\_\_\_\_ by the time she gets to Fred's. (to start)  
They \_\_\_\_\_ the plans by then. (to finish)  
Before his holiday Tom \_\_\_\_\_ all his money. (to spend)  
The train \_\_\_\_\_ by the time the couple get to the station. (to leave)  
I \_\_\_\_\_ dinner by then. (cook)  
I \_\_\_\_\_ my chemistry homework before Jillian comes home. (finish)  
Fernando \_\_\_\_\_ his operation by August and should be much fitter. (have) Before Lisa arrives, I \_\_\_\_\_ dinner. (finish)  
Johnny \_\_\_\_\_ this document by 7pm o'clock this afternoon. (translate)  
Helen \_\_\_\_\_ this awesome doll by her daughter's birthday. (make) Steven \_\_\_\_\_ his lesson by tomorrow. (not/learn)  
This test is so arduous, that I \_\_\_\_\_ it in a day's time. (not/complete)  
You \_\_\_\_\_ over half a thousand words when you finish this English book (learn).  
The commission \_\_\_\_\_ to a definite decision in a month. (come)  
I won't see Molly on the 1st of August since I \_\_\_\_\_ to the South by that time. (go)

Упражнение 2. Ответьте, используя Future Perfect Tense и слова в скобках.

Example: Will Jill be busy at 6pm? (finish essay) Oh, no, Jilly will have finished her essay by that time.

- Will the couple be at their hotel on Monday? (move to the old beach house)  
Will the committee be discussing the project at 2 o'clock? (make a decision)  
Will the pupils be writing their test at ten? (finish)  
Will Mike's niece still be a pupil next autumn? (finish school)  
Will Greg still remember Molly in ten years? (forget)  
Will Greg be at home on Tuesday? (leave for China)

Упражнение 3. Составьте предложения во времени Future Perfect.

have / Jill / she / perfected / will / from / her / by the time / Japanese / comes / Tokyo.  
promotion / Melody / have / By December / will / her / received. gets home /  
Helen's / cleaned / By the time / relatives / she / will / the house / have.  
to communicate / Steven / he / learned / Will / have / well / Chinese / before / enough / flies to  
Beijing?  
finishes / have / By the time / twenty / taken / Jillian's father / that course / he / will / online tests.

Упражнение 4. Translate into English using Future Perfect.

Майкл закончит этот отчет до завтра.  
Студенты доделают работу к трем часам по полудню.  
К июню мы сдадим сессию.  
Строители построят школу к началу сентября.  
Я напишу заявление к тому времени, как приедет секретарь.  
Поезд уйдет, пока мы доберемся до станции.  
Зоя переведет этот доклад к понедельнику.  
К ночи Меган переведет эту длинную статью.  
Стивен уже уедет в Париж, когда Молли вернется из Конго. Зора  
не дочитает эту дурацкую книгу к концу года.

Упражнение 5. Джессика мечтает о большом будущем. Посмотрите, о чем она мечтает, и напишите предложения, используя глаголы в Future Perfect Tense.

Например: By the next week I will have bought a new bicycle. (К следующей неделе я куплю новый велосипед.)

When I'm 25 years old – to open a Ballet School  
Next year – to start learning French  
In 2050 – to travel the world  
When I get married – to graduate from the university  
At the end of this year – to learn figure-skating  
In December – to visit my aunt in Australia  
When I'm 40 years old – to have three children  
Next summer – to finish my book of poems.  
My heart will go on  
1) Every night in my \_\_\_\_\_ I  
see you, I feel you.  
That is \_\_\_\_\_ I know you go on.  
Far across the \_\_\_\_\_  
And spaces between us

You have \_\_\_\_\_ to show you go on.

Near, far, wherever you are  
I believe that the \_\_\_\_\_ does go on  
Once more you opened the door  
And you're \_\_\_\_\_ in my heart And  
my heart will go on and on.

2) Love can \_\_\_\_\_ us one time  
And last for a \_\_\_\_\_ And never let  
go till we're gone.  
Love was \_\_\_\_\_ I loved you  
One true time I \_\_\_\_\_ to  
In my life we'll always go on.

3) You're here, there's nothing I  
\_\_\_\_\_, And I know that my  
\_\_\_\_\_ will go on.  
We'll stay forever \_\_\_\_\_ way  
You are \_\_\_\_\_ in my heart And  
my heart will go on and on.

## **Tema 5** **Divine Plato.**

No history of ancient thought can avoid the mountain mass of Plato. It is true that there were many other post-Socratics who captured the name of 'true' philosophers, although it was Plato's theories that they in the end purveyed Plato himself was chiefly responsible for recreating Socrates as one who has made himself immortal by his contacts with true Beauty, and later commentators have disagreed about the accuracy of his portrayal. The letters attributed to Plato deny that any of Plato's writings describe his own philosophy, but rather because such philosophical truths can never be conveyed in the written word than because Plato himself disowned the views he attributed to Socrates. The presently conventional account is that the early dialogues, typified by a relative simplicity of diction and uncertain outcome, may show us something of the 'real' Socrates, a man devoted to the demolition of misplaced certainties and the pursuit of truth. Typically he enquires what people mean by 'courage', 'piety', 'friendship', or 'virtue', and rejects their usual attempt to answer him, which is to give examples of each kind.

Without some principle, he suggests, we cannot understand how to extend the list of examples, say of courageous action. When they respond by offering a criterion for the disputed kind, he answers by adducing other examples that are recognizably, say, courageous but do not fit the criterion, or recognizably not, but do. The dialogue will then conclude with the rueful admission that we don't know what we mean. It may often seem that there is an unadmitted contradiction in this methodology: if we can recognize an act of courage even before we can give form to a criterion and use that recognition to rebut a hypothesized criterion, then it seems clear that we don't, after all, need to articulate what we know very well. In the middle period, in dialogues that remain the triumphant apex of philosophical literature (such as Meno, Phaedo, Symposium, and Republic),

Plato himself subverts some apparently Socratic axioms. First, he devises a psychology that makes it possible that people should do wrong although they know it's wrong. Human action can stem from other roots than reason, and it is not ignorance only that produces ill. Plato thought that Anger, Lust, and Ignorance are to blame. Second, he noticed Socrates' reliance on an unarticulated knowledge of what counts as courage, justice, and the rest. We can assess the accuracy of a suggested criterion because we can already discriminate, rather than we can say whether a suggested name is the one that we've forgotten. Third, he spoke more firmly of the kind of being such kinds must have (and thereby also gave an answer to the Parmenidean puzzles). In brief, he outlined what has since been called the theory of forms (though we need not think that there was a single, well-formed theory). Fourth he admitted — what is indeed implied in the Socratic practice — that 'right opinion' and a sound upbringing may spare the city many evils that 'free-thinkers' bring.

During this middle period he also tried to play a practical part in the politics of Syracuse, and failed — with what effect on his morale, who knows? Third period dialogues, for example *The Law*, (identified by a new stylistic complexity and the gradual elimination of the dramatic Socrates) employ a new technique of definition-seeking; homing in on a disputed concept by successive, and often rather strange, dichotomies. A statesman, for example, is at one point defined as a sort of herdsman of tame, gregarious animals, specifically those land-dwelling, walking, hornless, non-interbreeding, and bipedal animals that we call human. The very nearest thing to the statesman is the swineherd. A slightly different cut might instead have identified us as featherless bipeds, and the statesman's nearest kin, by unspoken analogy, as a craneherd or gooseherd. This sort of dichotomizing definition was much mocked in comedy and seriously criticized. Diogenes Laertius, typically, chooses to present Plato chiefly as one who drew up complex lists: three kinds of good, five forms of government, three species of justice, three of science, five species of medicine, three kinds of philanthropy, and five of wisdom. Some later commentators have concluded that Plato at last abandoned any theory of forms he may ever held, and also at last betrayed the radical, free-thinking spirit of his master. The idea that Plato radically changed his mind and methods, and became, in his last days, at once an analytical philosopher and an inquisitor, is too modern a thought to be entirely convincing. Earlier critics saw few signs of any change of heart, even if the details of the exposition changed.

Find the following verbs from column A in the text and try to guess their meaning from the context. Find their Russian equivalents from column B:

- | A         | B  |
|-----------|--|
| 1) purvey | a) давать отпор, опровергать             |
| 2) convey | b) придумывать, изобретать, создавать    |
| 3) disown | c) приводить (в качестве доказательства) |
| 4) adduce | d) представлять что-л. (как свое)        |
| 5) rebut  | e) сообщать, выражать (идею)             |
| 6) devise | f) подразумевать, включать в себя        |
| 7) imply  | g) отказываться, отрекаться              |

2) Find the following phrasal verbs and phrases in the text, translate them into Russian and use them in the situations of your own: in the end responsible for attribute to devoted to the pursuit of truth conclude with stem from

Show me the meaning of being lonely  
 1) So many words for the \_\_\_\_\_ heart  
 It's hard to \_\_\_\_\_ in a crimson love  
 So hard to breathe  
 Walk with me, and \_\_\_\_\_  
 Nights of \_\_\_\_\_ so soon become  
 Wild and \_\_\_\_\_ I could feel the sun  
 Your every \_\_\_\_\_ will be done  
 They tell me  
 Show me the meaning of being lonely  
 Is this the \_\_\_\_\_ I need to walk with?  
 Tell me why I \_\_\_\_\_ be there where you are  
 There's something \_\_\_\_\_ in my heart  
 Life goes on as it \_\_\_\_\_ ends  
 Eyes of stone \_\_\_\_\_ the trends  
 They never say \_\_\_\_\_ gaze upon me  
 Guilty \_\_\_\_\_ to an endless love  
 There's no \_\_\_\_\_ Are  
 you \_\_\_\_\_ me now?  
 Your every wish will be done  
 They tell me  
 There's \_\_\_\_\_ to run  
 I have no \_\_\_\_\_ to go  
 Surrender my heart, \_\_\_\_\_, and soul  
 How can it be  
 You're \_\_\_\_\_ me  
 To feel things you never show  
 You are missing in my heart  
 Tell me why I can't be there where you are

### Тема 6

Exercise 1. Раскройте скобки, употребляя глаголы в Present Simple Passive. (USUALLY)

The postbox (to empty) every day.  
 The stamps (to postmark) at the post office.  
 The letters (to sort) into the different towns.  
 The mail (to load) into the train.  
 The mailbags (to unload) after their journey.  
 The bags (to take) to the post office.  
 The letters (to sort) into the different streets. The  
 letters (to deliver).

Exercise 2. Раскройте скобки, употребляя глаголы в Past Simple Passive. (YESTERDAY)

The postbox (to empty) yesterday.  
 The stamps (to postmark) at the post office.  
 The letters (to sort) into the different towns.  
 The mail (to load) into the train.

The mailbags (to unload) after their journey.

The bags (to take) to the post office.

The letters (to sort) into the different streets. The letters (to deliver).

Exercise 3. Раскройте скобки, употребляя глаголы в Future Simple Passive. (TOMORROW)

The postbox (to empty) tomorrow.

The stamps (to postmark) at the post office.

The letters (to sort) into the different towns.

The mail (to load) into the train.

The mailbags (to unload) after their journey.

The bags (to take) to the postoffice.

The letters (to sort) into the different streets.

The letters (to deliever).

Exercise 4. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

My question (to answer) yesterday.

Hockey (to play) in winter.

Mushrooms (to gather) in autumn.

Many houses (to burn) during the Great Fire of London.

His new book (to finish) next year.

Flowers (to sell) in shops and in the streets.

St. Petersburg (to found) in 1703.

Bread (to eat) every day.

The letter (to receive) yesterday.

Nick (to send) to Moscow next week.

I (to ask) at the lesson yesterday.

I (to give) a very interest ing book at the library last Friday.

Many houses (to build) in our town every year.

This work (to do) tomorrow.

This text (to translate) at the last lesson.

These trees (to plant) last autumn.

Many interesting games always (to play) at our PT lessons.

This bone (to give) to my dog tomorrow.

We (to invite) to a concert last Saturday.

Lost time never (to find) again.

Rome (not to build) in a day.

### **ARISTOTLE (384-322 B.C.E.)**

Plato was sixty years old and running his Academy when Aristotle came to study with him, at the age of seventeen, from Stagira, in Macedon, a Greek colonial town settled by the Ionians. Aristotle had been sent by the Macedonian king, Amyntas, because he was his personal physician's son. The king had wanted to do a favor for his doctor, Nicomachus; little did anyone suspect that Aristotle would become Plato's most prodigious pupil. Aristotle quickly mastered the most difficult aspects of Plato's philosophy. At the time, Plato was in his final period of philosophical creativity, trying to further and further divide the Ideas until he reached the inflma species, the final and

indivisible unit of division. This became the focal point of Aristotle's own early work, in which he developed his own metaphysics and logic. He then went on to develop a method for systemizing knowledge and wrote on virtually every subject, including physics, astronomy, meteorology, taxonomy, psychology, biology, ethics, politics, aesthetics, metaphysics, and logic. He remained at Plato's Academy for nearly twenty years until Plato's death in 348 B.C. Then he travelled first to Assos (on the coast of Asia Minor), where the pro-Macedonian tyrant Hermeias was a patron of philosophical studies. Aristotle married a niece of Hermeias, they had a daughter. After Hermeias was killed by Persians, Aristotle traveled farther, to Lesbos. When in 342 B.C. King Philip of Macedon asked Aristotle to tutor his thirteen-year-old crown prince, Alexander, Aristotle agreed. Only six years later, Alexander became known as Alexander the Great, the conqueror of the whole ancient world from Greece to India. Aristotle's chronology is less easily defined than Plato's. His first writings were mostly intended for a general public. Written in a polished style, (some in dialogue form), they were largely Platonic in outlook. These works were well known in antiquity but only fragments survive. Upon his return to Athens in 334, Aristotle set up his own school, the Lyceum, called the Peripatos (hence Aristotelians are often called "Peripatetics"). Like Plato's Academy, it too lasted many centuries — over eight hundred years. While Plato's Academy led in the development of mathematics and geometry, Aristotle's Lyceum centered on applied scientific research in the natural sciences.

Aristotle's treatises we possess have a rather peculiar character, for they are in essence notes of or notes for lectures. A lecturer rehandles his material many times over the years and introduces second thoughts and new ideas, and his notes in their final form may contain parts written at very different dates. Thus an Aristotelian treatise is not to be thought of as a work written, revised and published a certain year, but rather as something that has been added to and altered over a period of years without perhaps ever receiving a final rewriting. Moreover, what we count as a single treatise may really consist of several originally separate courses strung together by Andronicus who edited Aristotelian's works intended for serious students in the first century B.C.

Aristotle was one of the most prodigious thinkers of the ancient world, but only one-fifth of his vast output survives. In contrast with the polished brilliance of Plato, Aristotle's style is terse and rugged. From Aristotle's work comes the term 'metaphysics'. One theory to explain the term 'metaphysics' is that this word entered the philosophical language when a book by Aristotle was found untitled among his papers. As this work came after Physics it was decided to call it MetaPhysics (meta is the Greek word for 'after').

### **Тема 7**

1) Change the sentences with Present Perfect Active into Present Perfect Passive.

1) I have already taken the books back to the library. The books ...

2) She has just posted those letters. Those letters ...

3) The teacher has already checked my test. My test ...

— 4) He has lost the key. The key ...

5) We have opened all the windows. All the windows ...

' 6) I have bought bread on the way home. Bread ... 7) I

have done this exercise. This exercise ...

2) Преобразуйте предложения из активного залога в пассивный. 1) They are building new hospitals in the provinces.

2) Will they publish her new novel next year?

- 3) They will have completed the new petrol station by winter.
- 4) The police have just arrested Jimmy on suspicion of murder.
- 5) They cut the gas off because Mr. and Mrs. Green hadn't paid their bill.
- 6) They will open a new hotel next week.
- 7) Our managers discuss important matters every Tuesday.
- 8) The government closed the plant last year.

3) Преобразуйте предложения из пассивного залога в активный, добавив лицо либо предмет, совершающего действие, где это необходимо. 1) Return tickets should have been reserved two weeks ago.

- 2) Two single rooms had been booked for the friends by their travel agent.
- 3) The pyramids are being ruined by the tourists.
- 4) The new sofa will have been delivered by noon.
- 5) When will Molly be told the time of his arrival?
- 6) Why hasn't my car been repaired yet?
- 7) An ancient settlement has been uncovered by archaeologists.
- 8) Hundreds of rare birds are killed every day.
- 9) The picnic was ruined by bad weather.
- 10) Who were these roses planted for?

### **PLATONISM AND ARISTOTELIANISM**

When Aristotle founded his own school he became the father of a different line of philosophers, the Peripatetic. But later Platonists considered him a Platonist who created formal logic and corrected, or sought to correct, Plato's own divisions of language and the world. That the best life, for Aristotle as for Plato, was to contemplate and serve the God which was eternally identical with the objects of pure thought was undisputed. That our character needed to be trained as well as our minds educated was also common doctrine. That something divine and beautiful could discern in even the most trivial of natural entities was implicit in Plato, explicit in Aristotle. No one supposed that Aristotle was the enemy of Plato. He held that, where both are friends, true piety prefers the Truth to Plato — but Plato had said just the same, and Aristotle really meant that Plato was indeed his friend. In the Renaissance Plato became a rallying-cry against Aristotle, insinuating after all that the human beings had share enough of the divine to intuit real truths, when medieval Aristotelians had been content to save the phenomena by models and might-bes.

The first philosophical difference between Plato and Aristotle to be mentioned is a fundamental one. For Plato, the world of appearances is an illusion. He sought knowledge in the realm of pure reason. Such knowledge could in Plato's view be communicated only abstractly using myths and metaphors. While Aristotle agreed that knowledge acquired through the senses is not sufficient in itself, this nevertheless is the true and only path to wisdom. Although Plato and Aristotle remained friends until Plato's death at age eighty-one, they continued to disagree about the primacy of reason versus the primacy of experience. Consequently, they each took a different view of the nature of ideas, and their debate has continued into the twentieth century. Plato, still under Pythagoras's influence, relied on the notion of geometrical forms and the abstract rules of numbers in his theory of Ideas, and his philosophical method aligned itself closely with mathematics. Aristotle, on the other hand, perhaps influenced by descending from a medical family, had more natural sympathies than Plato, aligned himself with the methods of natural science, especially, with his classifications

of genera and species, toward organic biology and the study of physiology. According to Aristotle, the purpose and function of science is to determine the underlying causes of everything. It is his well-known methodological aphorism — "Nature does nothing to no purpose". His method for attaining knowledge of these causes is deductive logic, the syllogistic deduction from premises known to be certain.

Aristotle preferred experience, in the end, to any logical deduction (or rather, he employed those logical deductions to cast doubt upon the premises that led to inaccessible results). It is for that very reason that Renaissance scientists disowned him. Galileo was a Platonist, trusting his reason rather than his fallible senses, that is why he broke free into a larger world than that with which Aristotle was, in the end, content. In this century it has seemed obvious that Aristotle himself began as a Platonist, a loyal defender of personal immortality and real Forms, but gradually transferred his attention to the world of everyday: to achievable goods, and detailed accounts of what had happened where. The truth is probably much closer to the ancient view, that Aristotle disagreed with Plato sometimes, but agreed upon the most important things.

Find the following words in the text and try to guess their meaning. Translate them into Russian according to the context and then check your translation with a dictionary:

to be undisputed

— to

communicate —

insinuate —

trivial —

to intuit — debate —

descending (from) —

natural sympathies —

loyal defender —

## **Tema 8**

### **AN INTRODUCTION TO PHILOSOPHY**

After this long aside, the reader is prepared to understand the conception of philosophy that is reflected in the discussion of Aristotle. Philosophy, in this light, may be defined as thinking that aims at maximum concreteness, or thinking that seeks to discover connected truth about all available experience. The student needs to be warned that this definition involves no precommitment whatsoever about the amount or kind of concreteness or of connectedness that will be discovered. It commits the philosopher only to the enterprise of search and discovery; he is to look for just as much connection and concreteness as the facts of experience and the best reasoning permit, no more and no less. If there were no concrete connections at all in the world of man's experience, then there could be no science, no philosophy, and no meaning at all in life. The world would be nothing but a crazy chaos. All knowledge is built up on concrete connections. The aim of philosophy is to explore the connections that can be found, and to explore them as completely as possible.

As far as the definition of philosophy goes, the universe may be a unified whole, or a collection of many different kinds of things. It may be good, bad, or indifferent. It may be unknowable, or it may be partly or wholly knowable. It may be conscious or unconscious, material or ideal. However, any philosophical statement about any of these points must be rational, and must be based on a concrete survey of all available experience. The proposition: "It is snowing" is not philosophical.

Starting with the experience of snow, however, the philosopher would relate snow to man's power of knowledge, and in turn to the phenomena of weather, geology, and astronomy; to physics and chemistry; to snow removal, human hygiene, man's struggle against the elements, and the purpose of existence, if any. Philosophy, then, is concerned with an inclusive and comprehensive view of all accessible experience. The philosopher will criticize all inconsistent views. He will also criticize consistent positions if they are partial and not broadly based on the whole range of knowable human experience. Philosophy must be critical of the belief that any special science, or all the sciences together, can afford a complete account of experience. Philosophy must supplement science by recourse to other areas, such as beauty in nature and in art, music, moral experience, social action, and religious worship. Each realm is enriched by contact with the others, and it is the task of philosophy to further this enrichment. The philosopher is the geographer — or, better, the astronomer — of all experience. The sensible philosopher does not hope for a fixed and final system: a system should be a true picture of experience, with its constantly renewed and developing phases. The student of philosophy, therefore, is not one who commits to memory unchanging answers to all possible questions. He is rather one who is learning how to grow in a growing world; in particular he is one who is learning how to think in the process of growth.

Измените предложения в активном залоге на пассивный залог, обращая внимание на грамматическое время глагола. Используйте предлог by.

Например: French priests built this cathedral. (Французские монахи построили этот собор.) – This cathedral was built by French priests. (Этот собор был построен французскими монахами.)

1. The headmaster sent a letter. (Директор школы прислал письмо.)
2. Our children will organize the Christmas party next Friday. (Наши дети организуют Рождественский вечер в следующую пятницу.)
3. Mary trains the dogs in the garden. (Мэри дрессирует собак в саду.)
4. Mrs. Simpson has cleaned all the windows today. (Миссис Симпсон помыла все окна сегодня.)
5. Frank has packed the suitcase. (Фрэнк упаковал чемодан.)
6. Bob paid the bills. (Боб оплатил счета.)
7. The doctor will examine her tomorrow. (Доктор осмотрит ее завтра.)
8. My granny paints the door every year. (Моя бабушка красит дверь каждый год.)

Упражнение 2. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

Tom always (to ask) at the lessons.

I (to ask) at the last lesson.

Our country house (to finish) next year.

The dog (to find) by my sister yesterday.

This work (to do) tomorrow.

This text (to translate) at the last lesson.

These trees (to plant) every autumn.

Many interesting games always (to play) at our P.E. lessons.

This bone (to give) to my dog tomorrow. We

(to invite) to a concert last Saturday.

Упражнение 3. Раскройте скобки, употребляя глаголы в Present Simple, Present Perfect, Present Continuous, Past Simple, Future Simple. Используйте Активный и Пассивный залог.

The house \_\_\_\_\_(to build) in 2020.  
The boy \_\_\_\_\_ (not to hear) the news yet.  
The Brooks \_\_\_\_\_(to become) famous last year.  
Money \_\_\_\_\_(to keep) in the bank.  
The parcel \_\_\_\_\_(to send) yesterday.  
I would like \_\_\_\_\_(to know) English very well.  
Where \_\_\_\_\_the road \_\_\_\_\_(to lead) to?  
Look! The leaves \_\_\_\_\_(to fall).  
All the money \_\_\_\_\_(to spend) on clothes last week. The pie has gone! Who \_\_\_\_\_(to eat) it?

Упражнение 4. Переведите на английский язык, употребляя глаголы в Present Simple Active или Present Simple Passive.

хвалить — praise рассказывать  
— tell

1. Я всегда хвалю моих друзей.
2. Меня всегда хвалят дома.
3. Каждую субботу папа показывает дедушке мои оценки.
4. Каждую субботу папе показывают мои оценки.
5. Мы часто вспоминаем вас.
6. Нас часто вспоминают в деревне.
7. Мне дают сок каждое утро.
8. Каждое утро я даю кошке молоко.
9. Он каждый день рассказывает нам что-нибудь интересное.

10. Ему каждый день рассказывают что-нибудь интересное. **Тема 9**

1. Выберите в правой колонке подходящее наречие. Переведите предложения.

- |   |                             |
|---|-----------------------------|
| 1)It is raining ...                                 | a. fast (быстро)            |
| 2)He can speak Spanish ...                          | b. early (рано)             |
| 3)Don't cut yourself. Use the knife ...             | c. gracefully (грациозно)   |
| 4)Sorry, I don't understand you. Can you speak ...? | d. quietly (тихо)           |
| 5)Modern cars go very ...                           | e. heavily (сильно, тяжело) |
| 6)During the war my grandmother worked very ...     | f. carefully (осторожно)    |
| 7)If you get up ..., you'll have a successful day.  | g. brightly (ярко)          |
| 8)My kids never make noise, they usually play ...   | h. fluently (бегло)         |
| 9)It's very hot today. The sun is shining ...       | i. hard (много, тяжело)     |
| 10)She moves like a cat: very ...                   | j. slowly (медленно)        |

2. Выберите в скобках подходящее слово.

- 1)The bus moved very ... (slow/slowly) and I arrived home late. (Автобус двигался очень медленно, и я прибыл домой поздно.)

- 2) Miss Jones ran ... (quick/quickly) to the chemist's. (Мисс Джонс быстро побежала в аптеку.)
  - 3) I'm afraid I wrote the test very ... (bad/badly). (Боюсь, я написал тест очень плохо.)
  - 4) She drives the car quite ... (good/well). (Она водит машину довольно хорошо.)
  - 5) Dad looked at me ... (angry/angrily). (Папа посмотрел на меня сердито.)
  - 6) Mr. Potter was ... (deep/deeply) touched by our greetings. (Мистер Поттер был глубоко тронут нашими поздравлениями.)
  - 7) We ... (hard/hardly) know each other. (Мы почти не знаем друг друга.)
  - 8) The Internet is ... (wide/widely) used all over the world. (Интернет широко используется по всему миру.)
  - 9) Hurry up, kids! It's ... (near/nearly) midnight. (Поторопитесь, дети! Уже почти полночь.)
  - 10) The police officer examined the car ... (close/closely). (Полицейский тщательно осмотрел машину.)
3. Поставьте наречие из скобок в нужное место в предложении. Переведите.  
 Н-р: I go jogging in the morning. (always – всегда) – I always go jogging in the morning. (Я всегда хожу на пробежку утром.)
- 1) I have a salad for lunch. (usually – обычно)
  - 2) John is rude to his parents. (never – никогда)
  - 3) Mary watches horror films. (sometimes – иногда)
  - 4) They go abroad for their holidays. (often – часто)
  - 5) We drink strong coffee. (hardly ever – очень редко)
  - 6) I am impressed by music. (rarely – редко)
  - 7) She will remember this accident. (always – всегда)
  - 8) The patient is sleeping after the operation. (probably – возможно)
  - 9) The week is over. (finally – наконец-то)
  - 10) I go to the gym twice a week. (generally – в основном)

### **THE IDEAS OF THE STRUCTURE OF THE UNIVERSE (Ancient Greece)**

In order to understand these stories (myths), it will be necessary to acquaint ourselves with the ideas of the structure of the universe which prevailed among the Greeks — the people from whom the Romans, and other nations through them, received their science and religion. The Greeks believed the earth to be flat and circular, their own country occupying the middle of it, the central point being either Mount Olympus, the abode of the gods, or Delphi, so famous for its oracle. The circular disk of the earth was crossed from west to east and divided into two equal parts by the Sea, as they called the Mediterranean, and its continuation, the Euxine (now, the Black Sea), the only seas with which they were acquainted. Around the earth flowed the River Ocean, its course being from south to north on the western side of the earth, and in a contrary direction on the eastern side. It flowed in a steady, equable current, unvexed by storm or tempest.

The sea, and all the rivers on earth, received their waters from it. The northern portion of the earth was supposed to be inhabited by a happy race named the Hyperboreans, dwelling in everlasting bliss and spring beyond the lofty mountains whose caverns were supposed to send forth the piercing blasts of the north wind, which chilled the people of Hellas (Greece). Their country was inaccessible by land or sea. They lived exempt from disease or old age, from toils and warfare. On the south side of the earth, close to the stream of Ocean, dwelt a people happy and virtuous as the Hyperboreans. They were named the Ethiopians. The gods favoured them so highly that they were

went to leave at times their Olympian abodes and go to share their sacrifices and banquets. On the western margin of the earth, by the stream of Ocean, by a happy place named the Elysian Plain, whither mortals favoured by the gods were transported without tasting of death, to enjoy an immortality of bliss. This happy region was also called the "Fortunate Fields," and the "Ides of the Blessed." We thus see that the

Greeks of the early ages knew little of any real people except those to the east and south of their own country, or near the coast of the Mediterranean. Their imagination meantime peopled the western portion of this sea with giants, monsters, and enchantresses; while they placed around the disk of the earth, which they probably regarded as of no great width, nations enjoying the peculiar favour of the gods, and blessed with happiness and longevity. The Dawn, the Sun, and the Moon were supposed to rise out of the Ocean, on the eastern side, and to drive through the air, giving light to gods and men. The stars, also, except those forming the Wain or Bear, and others near them, rose out of and sank into the stream of Ocean. There the sun-god embarked in a winged boat, which conveyed him round by the northern part of the earth, back to his place of rising in the east.

The abode of the gods was on the summit of Mount Olympus, in Thessaly. A gate of clouds, kept by the goddesses named the Seasons, opened to permit the passage of the Celestials to earth, and to receive them on their return. The gods had their separate dwellings; but all, when summoned, repaired to the palace of Jupiter, as did also those deities whose usual abode was the earth, the waters, or the underworld. It was also in the great hall of the palace of the Olympian king that the gods feasted each day on ambrosia and nectar, their food and drink, the latter being handed round by the lovely goddess Hebe. Here they conversed of the affairs of heaven and earth; and as they quaffed their nectar, Apollo, the god of music, delighted them with the tones of his lyre, to which the Muses sang in responsive strains. When the sun was set, the gods retired to sleep in their respective dwellings.

### Тема 10

Упражнение 1. Поставьте в предложения подходящие по смыслу прилагательные. Переведите предложения.

valuable (ценный) – delicious (вкусный) - English (английский) – leather (кожаный) - Russian(русский) - tired (уставший) – careful (осторожный) – free (свободный) – cotton (хлопковый) – good (хороший) – cold (холодный) 1) Novgorod is a ..... city.

- 2) Please be ..... with a knife.
- 3) Sherlock Holmes was an ..... detective.
- 4) Good bye! Have a ..... time in Mexico.
- 5) I like going shopping in my ..... time.
- 6) Don't leave ..... things in your bags.
- 7) I'm going to bed. I'm so .....
- 8) These peaches are very .....
- 9) Will you close the window? I feel .....

10) I'm looking for a white ..... dress and a pair of red ..... shoes.

Упражнение 2. Выберите правильную часть речи (прилагательное или наречие) и закончите предложения.

- 1 Jane`s answer wasn`t (correct, correctly). – Ответ Джейн был неправильным.
- 2 The pupils have to spell English words (correct, correctly). – Учащиеся должны правильно произносить по буквам английские слова.
- 3 It was (cold, coldly) in the garden. – В саду было холодно.
- 4 Your wife looks very (cold, coldly) at my sister. – Твоя жена смотрит очень холодно на мою сестру.
- 5 It was not so (warm, warmly) a day before yesterday. – Позавчера было не так тепло.
- 6 Her husband can cook very (good, well). – Ее муж умеет очень хорошо готовить.
- 7 James` idea was (good, well). – Идея Джеймса была хорошей.
- 8 His neighbors never greet us (warm, warmly). – Его соседи никогда нас тепло не приветствуют.
- 9 Barbara can translate these texts (easy, easily). – Барбара с легкостью может перевести эти тексты.
- 10 His task wasn`t (easy, easily). – Его задание было нелегким.

Упражнение 3. Переведите следующие предложения на английский язык.

- 1 Сейчас Энн выглядит еще печальнее, чем утром.
- 2 Пятое мая был самым плохим днем в его жизни.
- 3 Я не могу быть счастливее.
- 4 Комната моего брата больше моей (комнаты).
- 5 Ваш сын – самый вежливый мальчик из всех, кого нам довелось увидеть.
- 6 Ты должен взять самую тяжелую сумку.
- 7 Питер – это мой старший брат.
- 8 Бабушка Джеймса старше его дедушки.
- 9 Твое кресло удобнее моего стула.
- 10 Он самый известный архитектор в нашем городе.
- 11 Где находится ближайшая автобусная остановка?
- 12 Этот журнал менее известный, чем «Ньюсуик».

13 Диаметр Земли больше диаметра Луны.

14 Этот рабочий более занятой, чем тот.

15 Твой кот жирнее моей собаки.

16 Его дом – самый красивый дом в поселке.

17 Твои волосы хороши, но ее волосы лучше.

18 Джон самый маленький (по росту) в их классе.

19 Климат здесь мягче.

20 Это самый короткий путь до нашего бассейна.

Упражнение 4. Прочитайте текст и ответьте на вопросы ( правда или ложь ).

### **PEGASUS AND THE CHIMAERA**

When Perseus cut off Medusa's head the blood, sinking into the earth, produced the winged horse Pegasus. Minerva caught and tamed him and presented him to the Muses. The fountain Hippocrene, on the Muses mountain Helicon, was opened by a kick from his hoof. And until now Pegasus is called a steed of Muses who inspires poets.

The Chimaera was a fearful monster, breathing fire. The fore part of its body was a compound of the lion and the goat, and the hind part a dragon's. It made great havoc in Lycia, so that the king, Iobates, sought for some hero to destroy it. At that time there arrived at his court a gallant young warrior, whose name was Bellerophon. He brought letters from Proetus, the son-in-law of Iobates, recommending Bellerophon in the warmest terms as an unconquerable hero, but added at the close a request to his father-in-law to put him to death. The reason was that Proetus was jealous of him, suspecting that his wife Antea looked with too much admiration on the young warrior. From this instance of Bellerophon being unconsciously the bearer of his own deathwarrant, the expression "Bellerophontic letters" arose, to describe any species of communication which a person is made the bearer of containing matter prejudicial to himself. Iobates, on perusing the letters, was puzzled what to do, not willing to violate the claims or hospitality, yet wishing to oblige his son-in-law. A lucky thought occurred to him, to send Bellerophon to combat with the Chimaera. Bellerophon accepted the proposal, but before proceeding to the combat consulted the soothsayer Polyidus, who advised him to procure if possible the horse Pegasus for the conflict. For this purpose he directed him to pass the night in the temple of Minerva. He did so, and as he slept Minerva came to him and gave him a golden bridle. When he awoke the bridle remained in his hand. Minerva also showed him Pegasus. Nearer and nearer came the aerial wonder, flying in great circles, as you may have seen a dove when about to alight. Downward came Pegasus, in those wide-sweeping circles, which grew narrower and narrower still as he gradually approached the earth. The nigher the view of him, the more beautiful he was, and the more marvellous was the sweep of his silvery wings. At last, with so light a pressure as hardly to bend the grass about the fountain, or to imprint a hoof-tramp in the sand of its margin, he alighted, and, stooping his wild head, began to drink.

At length — not that he was weary, but only idle and luxurious — Pegasus folded his wings, and lay down on the soft green turf. But, being too full of aerial life to remain quiet for many moments together, he soon rolled over on his back with his four slender legs in the air. It was beautiful to see him, this one solitary creature, whose mate had never been created, but who needed no companion, and, living a great many hundred years, was as happy as the centuries were long. Bellerophon almost held his breath, partly from a delightful awe, but still more because he dreaded lest the slightest stir or murmur should send him up, with the speed of an arrow-flight, into the farthest blue of the sky. Finally, when he had had enough of rolling over and over, Pegasus turned himself about, and indolently, like any other horse, put out his fore-legs in order to rise from the ground; and Bellerophon, who had guessed that he would do so, darted suddenly from the thicket and leaped astride of his back. Bellerophon mounted him, rose with him into the air, soon found the Chimera, and gained an easy victory over the monster. After the conquest of the Chimaera Bellerophon was exposed to further trials and labours by his unfriendly host, but by the aid of Pegasus he triumphed in them all, till at length lobates, seeing that the hero was a special favourite of the gods, gave him his daughter in marriage and made him his successor on the throne. At last Bellerophon by his pride and presumption drew upon himself the anger of the gods; it is said he even attempted to fly up into heaven on his winged steed, but Jupiter sent a gadfly which stung Pegasus and made him throw his rider, who became lame and blind in consequence. After this Bellerophon wandered lonely through the Aleian field, avoiding the paths of men, and died miserably.

## Тема 11

Упражнение 1. Напишите перевод слов в скобках, используйте единственное или множественное число.

1. (Дети) should not forget to brush their (зубы) twice a day.
2. How many (вулканов) are still active in Japan?
3. (Моя свекровь) always got along with her three (невестками).
4. Look! How beautiful the (ландыши) are!
5. On your way home buy some (картофеля) and (помидоров) and pick up the (фотографии) from the photographer's.
6. The job of (пожарных) is quite dangerous.
7. (Почтальоны) deliver mail early in the morning.
8. They sailed from India with (грузами) of (шелка, чая и табака разных сортов).
9. Laura has always given me good (советы).

Упражнение 2. Раскройте скобки, употребите в нужном числе и согласуйте предложение при помощи глагола to be (где необходимо).

1. All the dirty (одежда)... in the washing machine.
2. These two (перекрестка) ... dangerous places for (водителей) and (пешеходов)...

3. Both the (средства)... of transport save energy.
4. (Эти деньги)... not mine. I can't take it.
5. The bad (новость)... that the train is delayed by an hour.
6. Many (видов)... of aquatic plants need very little light.
7. She got some (советов) ... from the tourist agency. (Они) ... very useful.
8. Several (пешеходов)... injured during the accident.
9. There (много полезных советов) ... in the book on baby care.
10. (Эти виды)... of birds are very rare.
11. The (полиция) ... investigating a series of attacks in the area.
12. We found with a sense of relief that there ... no (комаров) ... at the campsite.
13. (Физика) ... her favourite subject.
14. (Фонетика)... a branch of linguistics.
15. In summer (скот) ... mainly fed on green grass.

Упражнение 3. Перепишите предложения, используя притяжательный падеж существительных. Переведите готовые предложения.

This car belongs to Sam. (Эта машина принадлежит Сэму.) – This is Sam's car. (Это машина Сэма.)

These apples belong to the girls. (Эти яблоки принадлежат девочкам.) – These are the girls' apples. (Это яблоки девочек.) This notebook belongs to Jane.

These suitcases belong to our guests.

This bedroom belongs to my son.

These keys belong to Mark.

This painting belongs to Picasso.

These poems belong to Pushkin.

This helicopter belongs to our boss.

These dictionaries belong to the students.

Упражнение 4. Напишите, чем является 's в каждом предложении – обозначением притяжательного падежа существительного или сокращенной формой глагола is. Ann is David's wife. (Аня – жена Дэвида.) - 's обозначает притяжательный падеж.

Ann's a wonderful wife. (Аня – прекрасная жена) - 's является сокращением глагола is (Ann is a wonderful wife.)

Mary's day was very hard.

Peter's a dentist.

My son's girlfriend speaks four languages.

She's a talented tennis-player.

It's cold today.

Kate's uncle has lost his passport.

### **MEDUSA THE GORGONE**

As he [Perseus] was fully aware of Medusa's petrifying proclivities, he advanced very cautiously, holding his shield before him at such an angle that all surrounding objects were clearly reflected on its smooth, mirrorlike surface.

He thus discovered Medusa asleep, raised his sword, and, without looking at anything but her mirrored form, severed her head from her body, seized it in one hand, and, holding it persistently behind his back, flew away in great haste, lest the two remaining Gorgons should fall upon him and attempt to avenge their sister's death.

Perseus then swiftly winged his way over land and sea, carefully holding his ghastly trophy behind him; and as he flew, Medusa's blood shed down on the hot African sand, where it gave birth to a race of poisonous reptiles destined to infest the region in future ages, and cause the death of many an adventurous explorer.

The drops which fell into the sea were utilised by Neptune, who created from them the famous winged steed called Pegasus.

### **Тема 12**

### **CERBERUS**

#### **(The 12th Labour of Hercule)**

Down in the underworld was a three-headed dog named Cerberus, and round each of his heads was a mane of writhing snakes, while his tail was a huge serpent. Moreover, Cerberus was as large as an elephant, and any mortal who dared cross the river Styx was torn to pieces by this dread guardian of the land of whispers.

Pluto and Proserpine received Hercules kindly; he was a mortal whose fame had spread even to the lower world, and knowing that the gods had decreed the servitude of the hero who had never failed in any mission on which Eurystheus had sent him, Pluto, when Hercules told him why he had come to the underworld, agreed to allow him to take Cerberus to earth on condition that it was done without force of arms.

This meant that Hercules must not hurt the giant monster, whose three heads were poisonfanged, and every strand of whose mane was a writhing poisonous snake! But Hercules did not mind what restrictions were placed upon him; he had come to take the dog to the light of day, and take him he would.

So he fastened the monster with a great chain, and in spite of the bitings and snappings of the dog, which roared out with anger at being handled in such a manner, Hercules began to drag Cerberus through the shadow-land. The thunderous roll of the voices of Cerberus echoed and echoed through the cavernous depths, but Hercules took no notice of the roarings or of the snappings. He kept on with his hauling, drawing nearer and nearer the upper world, until at last the full blaze of day was reached.

### **Tema 13**

#### **ZENO'S 'PARADOXES'**

The arguments of Zeno, which still play a role in metaphysical discussions, are his well-known paradoxes concerning motion. By these he tried to show that starting with an ordinary situation in which we suppose something to be moving or changing, it could be shown that such motion cannot possibly occur. The most familiar of the Zeno paradoxes concerns Achilles and the tortoise. If Achilles can run ten times faster than the tortoise, and the tortoise has a ten yard lead at the outset — then when Achilles has run ten yards to catch up with the tortoise, the latter has moved ahead one yard. When Achilles runs this yard, the slow tortoise has moved on one tenth of a yard. Each time Achilles reaches the position where the tortoise had been, the tortoise has moved on some small distance, so that Achilles will never catch up, even though he moves so much faster. Another of Zeno's paradoxes holds that for an object to move from one place to another, it first must move half of the distance involved. But to move half of the distance, it must move half of the half, and so on infinitely. Also, for it to move to each stage will take some time, no matter how slight. Thus, not only will the object go through any infinite number of distances, it will also require an infinite number of time intervals. Therefore, for an object to go from one place to another, no matter how small the distance, will require forever, and, according to the argument, in no finite time will it ever be able to traverse the distance.

The last of the Zeno paradoxes that we will mention here is the argument that for an object, like an arrow, to go from one place to another, it must move either where it is, or where it is not. If it moves where it is, it will be standing still. If it moves where it is not, it cannot be there. Therefore, the object cannot move. A version of this argument was offered to show that it was impossible for a person to die. Someone dies either when he is alive or when he is dead. If he dies when he is dead, then he must have died twice. If he dies when he is alive, then he must be dead and alive at the same time. Therefore, he cannot die. There is an amusing account that has come down to us of the Zenoist who was haranguing a crowd in ancient Athens about why nothing can move, and in the course of emphasizing his point with some wild gestures, he dislocated his shoulder. A doctor who was in the audience examined the shoulder, and told the Zenoist that the circumstances were impossible, because he either dislocated his shoulder where it was, or where it was not. If the former, then his shoulder was not dislocated since it: was still in the same place. If the latter, his shoulder could not be there to be dislocated. The patient, we are told, gave up his views at this point, and demanded that the doctor fix his shoulder, no matter how it got there. ,

Each of these arguments attempts to show that when one tries to explain the common-sense fact of change or motion, one is led to the paradoxical conclusion that either nothing can move, or that if it does move, it takes an infinite time to traverse any distance. There is a vast literature analysing Zeno's arguments, and propounding solutions to them. But, in their day, regardless of one's opinions as to the ultimate merits of the reasoning, the Zeno paradoxes produced a crisis among both scientists and metaphysicians. The former were horrified to find that the best mathematical account of moving objects seemed to lead to such paradoxical conclusions.

In Greek mathematics, there are ingenious attempts to construct different theories of motion in order to avoid the Zenoist conclusions. Among the metaphysicians, the problem became one of discovering some intelligible explanation of how the two basic features of change and permanence could be reconciled in a consistent theory about the ultimate nature of the universe. Heraclitus' views seemed to eliminate permanence as a characteristic of the world, and the arguments of Parmenides and Zeno appeared to show that change or motion could not be a real aspect of the world.

## **Tema 14**

### **SOCRATES' DEDICATION**

At about the age of forty-six, Socrates became engaged in his work as a teacher, and in this profession he remained in the face of family crises and public rebuffs. His mission was to incite men to expel their ignorance and to recognize their need for knowing the self. To this purpose he dedicated his life, even though his loyalty to this cause was to bring martyrdom upon him.

Socrates created no precise philosophic system of thought and had no school, but rather was himself a school to those he chose to cross-examine. To him, a life which did not include cross-examination was not worth living. He did not preach against the world and its ways, but simply asked penetrating questions that forced men either to defend their convictions adequately or to modify them in accordance with the facts. By this use of dialectic he brought each man to search his own soul for truth. Thus, while he was no maker of formal speeches, he was, nevertheless, a formidable speaker. His conversations usually began with commonplace subjects and led to a revelation of shortcomings in those who were being questioned. If a student failed to persist after being refuted, Socrates considered him unworthy of further attention, since he knew that laziness or despondency can never achieve the goal of self-knowledge. Socrates' followers felt the vitality of his message; the wisdom of his words caused their attention to shift from mediocre thoughts to those of more profound concern.

Even those who resented Socrates found themselves compelled to listen to the wisdom of his words. His message attracted many students to him, several of whom, like his greatest, Plato, were later to found schools. Some disciples came from countries which had been at war with Athens, others traveled miles daily to be with him. All were led into a better understanding of themselves through their association with this stoical, mystical, analytical character who was Socrates. The knowledge of self, Socrates put above all else. Chiseling from men's minds those thoughts alien to a perfect expression of individuality, his words constantly struck toward the improvement of the individual. An awareness of self was, for Socrates, the origin of self-improvement, which brings with it a desire to know the Good. Under the guidance of Socrates' wisdom, his disciples thus came

to see that the basis of happiness has little to do with materiality. Their teacher insisted that the only way to acquire enduring happiness is to be really noble, not merely to have the appearance of nobility. He showed men that the mind can be made to develop step by step far beyond the usual human capacity, and by such continuous development of potentialities within the self, Socrates believed, man is carried toward perfection. All the teachings of Socrates are inter-woven with the motif of the noble life which leads to perfection, and in showing man how to live this life, he made his greatest contribution. Nobility he defined as a good temper of soul and body, precluding extremes of all kinds. And the axioms attributed to him uphold this concept. He thought that to feel exalted from good fortune is to be unaware of its dangers. Poverty, death, and the like he considered to be but hobgoblins to frighten and to discipline the uninformed. The temperament of a man must be well balanced, lest peace of mind be destroyed and calamity be brought to body and soul. According to his wife, Xanthippe, even if he were oppressed with a thousand miseries, he would go abroad as usual and come home with the same disposition, never more cheerful or more troubled, but on all occasions bearing a collected and optimistic mind. Socrates was the first thinker to undertake a serious analysis of meanings in order to determine the limits of definition. And by establishing a method of inductive argument, he further aided man's thinking by enabling him to analyze clearly, and hence, to discover the best life. He believed that when this life is found, it is not possible to live in accordance with any other pattern, for he taught that to know the best is to do the best. This way of life is the proper aim of the soul that Socrates would have all men envision. The reward he offered to one who lived by this pattern was that he is more profitable both to himself and to his country than one who does not so live.

## **Tema 15**

### **THE FIRST WESTERN UNIVERSITY**

Plato's career as a philosopher-teacher centers in the activities of his Academy, the first university to be founded in the Western hemisphere. Located about twenty minutes' walk from the Dipylon Gate, the approach to it was noteworthy for its public monuments, including the tomb of the renowned Pericles. In the neighborhood there were holy places, the region, irrigated artificially, abounded with graceful trees. It would have been difficult to choose a site more favourable to Philosophy and the Muses. Here in the Academy, the memory of Socrates was to be carried on to new generations. "Let none ignorant of geometry enter here" were the words placed over the entrance to the Academy. Geometry in the Platonic sense, however, includes not only the consideration of solids, surfaces, lines, and angles, but also universal mathematics which investigates the proportion of inward relations. Herein lies the clue to Plato's emphasis upon geometry. Besides geometry it is definitely known that the knowledge of astronomy and a proficiency in music were expected of the students. No one appears to have been accepted who was not respected among his previous associates and who had not been recommended by persons of responsibility.

Plato was an erudite teacher and it may be presumed that he lectured on all branches of philosophy. He spoke without notes and recommended that few notes be taken, because he thought that written words tend to escape the mind. It was his belief that repetition and meditation, rather than many notes, are the proper aids to memory. Patience and tolerance were among those assets which made him a great teacher, and at all times he made certain that his meanings were clear. He often taught

while seated under a tree, his disciples gathered around him listening to his astute way of analyzing ideas and pursuing them to their logical conclusions. Lecture periods were devoted in part to discussions raised by students engaged in special researches. Using the Socratic method of question and answer, Plato gently prodded his students, thus activating their potential knowledge.

Unlike Socrates, who emanated his wisdom wherever he happened to be, Plato's instruction was sought after at his Academy. Men and women alike came to hear him, and his renown as a teacher spread throughout Greece. The Arcadians and Thebans, having heard of his fame, asked that he came to them to teach their young men philosophy. The Athenian populace and students from every part of Greece, as well as from foreign lands, visited the Academy to learn from him. Plato had, however, a chosen body of students who profited most by personal contact with him, and who later became important men of their generation. These advanced students lived in small residences located in the surrounding gardens where Plato lectured to them in the early hours of morning. He regarded this sort of personal association between teacher and disciple as indispensable, believing the written word to be the second best means of communication. Consequently, the intellectual life of the Academy was based upon brotherhood of communal association. He felt that the continued association with the philosopher best teaches how to comprehend and how to live philosophy.

Plato disciplined not only the members of his school, but himself as well. Like Socrates he never ceased to improve himself. This desire to learn as well as to instruct bears testimony to Plato's true humility and wisdom. Once asked how long he himself intended to be a disciple, he answered, "As long as I am not ashamed of growing better and wiser." No one realized more than Plato how greatly he had profited from his eight years' association with Socrates. As he matured, he made the Socratic teaching an integral part of himself. At the Academy he recorded in his dialogues the philosophic life which Socrates had discovered, and thus these dialogues became a record of a soul's integration. Plato's writings were doubtless composed from his lectures at the Academy. Among Plato's more important contributions is his introduction of the philosophic dialogue as a literary form, evolved from the question and answer technique used by Socrates. He perfected his style with such fullness of expression that his works have become a model for this mode of expression. Plato never forgot that he had been a poet. His youthful study and practice of poetry had taught him how to make vivid his powerful ideas, how to enrich his thoughts by skill of language and composition.

The Academy existed for nearly a thousand years, headed by many prominent men. While under Plato's direction, instruction was given concerning the deeper meaning of life and the nature of the universe itself. Starting with the teaching of philosophy only, the school developed into a university which produced men proficient in such varied branches of learning as mathematics, military strategy, natural science and statecraft. The Academy itself outlived all its contemporary and most subsequent institutions of learning, both in time and accomplishment. Not until five hundred and twenty nine A.D. did it come to an end, but the influence of the Academy has never come to an end.

\* \* \*

1. Read the extract from the encyclopaedia and think of the title to the text.
2. Make a list of the main achievements made by Aristotle.

3. Write a summary of the text (about 150-180 words).

## Tema 16

### THE VALUE OF PHILOSOPHY

by **Bertrand Russell from The Problems of Philosophy**

Having now come to the end of our brief and very incomplete review of the problems of philosophy, it will be well to consider, in conclusion, what the value of philosophy is and why it ought to be studied. It is the more necessary to consider this question, in view of the fact that many men, under the influence of science or of practical affairs, are inclined to doubt whether philosophy is anything better than innocent but useless trifling, hair-splitting distinctions, and controversies on matters concerning which knowledge is impossible. This view of philosophy appears to result, partly from a wrong conception of the ends of life, partly from a wrong conception of the kind of goods which philosophy strives to achieve. Physical science, through the medium of inventions, is useful to innumerable people who are wholly ignorant of it; thus the study of physical science is to be recommended, not only, or primarily, because of the effect on the student, but rather because of the effect on mankind in general. Thus utility does not belong to philosophy. If the study of philosophy has any value at all for others than students of philosophy, it must be only indirectly, through its effects upon the lives of those who study it. It is in these effects, therefore, if anywhere, that the value of philosophy must be primarily sought.

But further, if we are not to fail in our endeavour to determine the value of philosophy, we must first free our minds from the prejudices of what are wrongly called 'practical' men. The 'practical' man, as this word is often used, is one who recognizes only material needs, who realizes that men must have food for the body, but is oblivious of the necessity of providing food for the mind. If all men were well off, if poverty and disease had been reduced to their lowest possible point, there would still remain much to be done to produce a valuable society; and even in the existing world the; goods of the mind are at least as important as the goods of the body. It is exclusively; i among the goods of the mind that the value of philosophy is to be found; and only i those who are not indifferent to these goods can be persuaded that the study of phi- i losophy is not a waste of time. Philosophy, like all other studies, aims primarily at knowledge. The knowledge it aims at is the kind of knowledge which gives unity and system to the body of the sciences, and the kind which results from a critical examination of the grounds of; our convictions, prejudices, and beliefs. But it cannot be maintained that philosophy! has had any very great measure of success in its attempts to provide definite answersi ) to its questions. If you ask a mathematician, a mineralogist, a historian, or any other] man of learning, what definite body of truths has been ascertained by his science, his answer will last as long as you are willing to listen. But if you put the same question] to a philosopher, he will, if he is candid, have to confess that his study has not achieved positive results such as have been achieved by other sciences. It is true that this is partly accounted for by the fact that, as soon as definite knowledge concerning any subject becomes possible, this subject ceases to be called philosophy, and becomes a separate science. The whole study of the heavens, which now belongs to astronomy, was once included in philosophy; Newton's great work was called 'The mathematical principles of natural philosophy'. Similarly, the study of the human mind, which was a part of philosophy, has now been separated from philosophy and has become the

science of psychology. Thus, to a great extent, the uncertainty of philosophy is more apparent than real: those questions which are already capable of definite answers are placed in the sciences, while those only to which, at present, no definite answer can be given, remain to form the residue which is called philosophy...

Hence, once more, the value of philosophy must not depend upon any supposed body of definitely ascertainable knowledge to be acquired by those who study it. The value of philosophy is, in fact, to be sought largely in its very uncertainty. The man who has no tincture of philosophy goes through life imprisoned in the prejudices derived from common sense, from the habitual beliefs of his age or his nation, and from convictions which have grown up in his mind without the cooperation or consent of his deliberate reason. To such a man the world tends to become definite, finite, obvious; common objects rouse no questions, and unfamiliar possibilities are contemptuously rejected. As soon as we begin to philosophise, on the contrary, we find, as we saw in our opening chapters, that even the most everyday things lead to problems to which only very incomplete answers can be given. Philosophy, though unable to tell us with certainty what is the true answer to the doubts which it raises, is able to suggest many possibilities which enlarge our thoughts and free them from the tyranny of custom. Thus, while diminishing our feeling of certainty as to what things are, it greatly increases our knowledge as to what they may be; it removes the somewhat arrogant dogmatism of those who have never travelled into the region of liberating doubt, and it keeps alive our sense of wonder by showing familiar things in an unfamiliar aspect.

## 5. Информационные и образовательные технологии

В разделе УМК даются пояснения по организации всех видов учебной работы, методам их проведения, с учетом значимости в изучении дисциплины (модулей) и прогнозируются ожидаемые результаты.

В целях реализации коммуникативного и компетентностного подхода предусматривается использование в учебном процессе занятий-дискуссий, презентаций, ролевых игр, работы в микрогруппах, просмотр фильмов на иностранном языке, прослушивание интервью, отрывков документальных фильмов и т.д.

№	Темы	Вид заданий	Часы	Критерии оценок
	<b>5 - семестр 1 полугодие</b>			
1.	What is Philosophy?	Project.	2h	0-20
2.	An Introduction to Philosophy	Project.	2h	0-20
3.	Philosophy as an Academic Subject	Project.	2h	0-20
4.	The Fields of Philosophy	Presentation	2h	0-20
5.	The Ideas of the Structure of The Universe	Presentation	2h	0-20
6.	Plato	Presentation	2h	0-20
7.	Platonism	Presentation	2h	0-20
8.	Divine Plato	Presentation	2h	0-20
	<b>Всего:</b>		<b>16h</b>	
	<b>6 - семестр 2 полугодие</b>			
1.	Aristotle	Presentation	2h	0-20

2.	Socrates	Presentation	2h	0-20
3.	Medusa The Gorgone	Presentation	2h	0-20
4.	Cerberus	Presentation	2h	0-20
5.	Pegasus and Chimaera	Presentation	2h	0-20
6.	Zenos Paradoxes	Presentation	2h	0-20
7.	Socrates Dedication	Presentation	2h	0-20
8.	The first Western University	Presentation	2h	0-20
			<b>16h</b>	
	<b>Итого:</b>		<b>32h</b>	

## **6. Фонд оценочных средств для текущего, рубежного и итогового контролей по итогам освоению дисциплины.**

Каждый студент выбирает тему доклада самостоятельно или по рекомендации преподавателя из предложенного варианта тем, разработанных на кафедре. Доклад пишется после изучения нескольких тем по соответствующей дисциплине. Доклад (научное сообщение) выполняется самостоятельно в часы самоподготовки. Выполнение доклада позволяет осуществлять контроль за качеством освоения изучаемого материала. Критерии оценки доклада: качество доклада (производит положительное впечатление, сопровождается иллюстративным материалом; четко выстроен; рассказывается, но не объясняется суть работы; зачитывается); использование демонстрационного материала (автор представил демонстрационный материал и прекрасно в нем ориентировался; использовался в докладе, хорошо оформлен, но есть неточности; представленный демонстрационный материал не использовался докладчиком или был оформлен плохо, неграмотно); качество ответов на вопросы (отвечает на вопросы; не может ответить на большинство вопросов; не может четко ответить на вопросы); владение научным и специальным аппаратом (показано владение специальным аппаратом; использованы общенаучные и специальные термины; показано владение базовым аппаратом); качество выводов (полностью характеризуют работу; четкость; имеются нечетки).

### **6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения дисциплины:**

<i>№ n/n</i>	<i>Контролируемые разделы дисциплины (модулей)</i>	<i>Код контролируемой компетенции (компетенций)</i>	<i>Наименование оценочного средства</i>
------------------	--	---	---

1.	<b>Модуль 1</b> What is Philosophy? 1. An Introduction to Philosophy 2. The Ideas of The Structure of the Universe 3. Tenses. Грамматические времена 4. Modal verbs Модальные глаголы 5. Passive Voice Страдательный залог	ОК-1, ИК-3, ИК-4, СЛК-1, ПК-14	Баллы
2.	<b>Модуль 2</b> 1.Aristotle 2.PLATO 3. Conditionals. Условные предложения 4. Non-finite forms of the verb (infinitive, participle I, II, gerund) . Неличные формы глагола (инфинитив, причастие I, II, герундий)	ОК-1, ИК-3, ИК-4, СЛК-1, ПК-14	Баллы

**6.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности**

Параметры оценивания	Количество баллов
	Максимальное
Понимание содержания письменной работы (реферата, эссе и др.), через чёткую формулировку целей и задач её.	20
Наличие плана выполнения письменной работы (реферата, эссе и др.).	20
Наличие теоретических знаний и умений их преобразования при выполнении письменной работы (реферата, эссе и др.).	20
Грамматика и стилистика письменной работы (реферата, эссе и др.).	20
Оформление письменной работы (реферата, эссе и др.).	20
<b>Итого</b>	<b>100</b>

**Критерии оценки СРС**

Формы выполнения СРС	Критерии оценки СРС	Количество баллов (максимальный балл – 30)
<b>1-модуль</b>		

1. Разработка моделей (проектов)		0-10
2. Решений кейса (задач)		0-10
3. Составление глоссария (кроссворда)		0-10
<b>2-модуль</b>		
4. Доклад		0-10
5. Презентация		0-10
6. Рефераты		0-10

### Формы контроля знаний студентов

Тип контроля	Форма контроля	5 семестр				6 семестр				Параметры
		1	2	3	4	1	2	3	4	
Текущий (неделя)	Контрольная работа		9	9	8	8	9		6	Письменная работа 90 минут
	Эссе	7	4				7		4	250-300 слов
	Домашнее задание		3	6	7		2	4	3	Устный перевод письменного текста монографического типа объемом 3 стр.
Итоговый	Экзамен				экз ам ен				Экзамен	Письменный тест, устный экзамен

Методические материалы составляют систему текущего, рубежного и итогового (экзамена) контролей освоения дисциплины (модулей), закрепляют виды и формы текущего, рубежного и итогового контролей знаний, сроки проведения, а также его сроки и формы проведения (устный экзамен, письменный экзамен и т.п.). В системе контроля указывается процедура оценивания результатов обучения, при использовании балльнорейтинговой системы приводится таблица с баллами и требованиями к пороговым значениям достижений по видам деятельности обучающихся; показывается механизм получения оценки (из чего складывается оценка по дисциплине (модулю)).

**Текущий контроль** осуществляется в виде опроса, участие в дискуссии на семинаре, выполнение самостоятельной работы и других видов работ, указанных в УМК, а также посещаемости студентов занятий - оценивается до 80 баллов.

**Рубежный контроль** (сдача модулей) проводится преподавателем и представляет собой письменный контроль, либо компьютерное тестирование знаний по теоретическому

и практическому материалу. Контрольные вопросы рубежного контроля включают полный объём материала части дисциплины (модулей), позволяющий оценить знания, обучающихся по изученному материалу и соответствовать УМК дисциплины, которое оценивается до 20 баллов.

**Итоговый контроль** (экзамен) знаний принимается по экзаменационным билетам, включающий теоретические вопросы и практическое задание, и оценивается до 20 баллов.

<b>Форма контроля</b>	<b>Срок отчетности</b>	<b>Макс. количество баллов</b>	
		<b>За одну работу</b>	<b>Всего</b>
<i>Текущий контроль:</i>			
- опрос	1-17 недель	10 баллов	До 40 баллов
- участие в дискуссии на семинаре		6 баллов	До 30 баллов
- посещаемость	1-17	0,2	10 баллов
<i>Рубежный контроль:</i>			
(сдача модуля)	8, 16 неделя	100%×0,2=20 баллов	
<i>Итого за 1 модуль</i>			До 100 баллов

Экзаменатор выставляет по результатам балльной системы в семестре экзаменационную оценку без сдачи экзамена, набравшим суммарное количество баллов, достаточное для выставления оценки от 55 и выше баллов – автоматически (при согласии обучающегося).

*Полученный совокупный результат (максимум 100 баллов) конвертируется в традиционную шкалу:*

<b>Рейтинговая оценка (баллов)</b>	<b>Оценка экзамена</b>
От 0 - до 54	неудовлетворительно
от 55 - до 69 включительно	удовлетворительно
от 70 – до 84 включительно	хорошо
от 85 – до 100	отлично

**6.3. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания (На усмотрение ППС):**  
Текущий контроль (0 - 85 баллов)

**При оценивании посещаемости, опроса и участия в дискуссии на семинаре учитываются:**

- посещаемость (1 балл);
- степень раскрытия содержания материала (5 баллов);
- изложение материала (грамотность речи, точность использования терминологии и символики, логическая последовательность изложения материала (5 баллов);
- знание теории изученных вопросов, сформированность и устойчивость используемых при ответе умений и навыков (15 баллов).

Рубежный контроль (0 – 25 баллов)

**При оценивании контрольной работы учитывается:**

- полнота выполненной работы (задание выполнено не полностью и/или допущены две и более ошибки или три и более неточности) – 8 баллов;
- обоснованность содержания и выводов работы (задание выполнено полностью, но обоснование содержания и выводов недостаточны, но рассуждения верны) – 8 баллов;
- работа выполнена полностью, в рассуждениях и обосновании нет пробелов или ошибок, возможна одна неточность - 8 баллов.

Другие виды учебной деятельности (доклады, рефераты, презентации) 10 баллов

**Итоговый контроль (экзаменационная сессия) - ИК = Бср × 0,8+Бэкз × 0,2** При проведении итогового контроля обучающийся должен ответить на 3 вопроса (два вопроса теоретического характера и один вопрос практического характера).

При оценивании ответа на вопрос теоретического характера учитывается:

- теоретическое содержание не освоено, знание материала носит фрагментарный характер, наличие грубых ошибок в ответе (2 балла);
- теоретическое содержание освоено частично, допущено не более двух-трех недочетов (4 балла);
- теоретическое содержание освоено почти полностью, допущено не более одного-двух недочетов, но обучающийся смог бы их исправить самостоятельно (6 баллов); □ теоретическое содержание освоено полностью, ответ построен по собственному плану (8 баллов).

При оценивании ответа на вопрос практического характера учитывается:

- ответ содержит менее 20% правильного решения (4 балла);
- ответ содержит 21-89 % правильного решения (6 баллов);
- ответ содержит 90% и более правильного решения (10 баллов).

**6.4. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности. Вопросы к модулям**

## Module 1

**Variant 1** 1. Раскройте скобки, употребляя глаголы в Present perfect и переведите. I (to live) in Russia for many years.

Mike (to visit) Paris several times.

She (to start) a new job.

I already (to meet) this person.

Anna (to eat) five apples today.

My friends already (to see) this film.

My parents (to know) each other for many years.

I (to drive) this car since 2015.

We already (to do) all the housework.

2. Переведите предложения, используя Present perfect tense. У нас никогда не было собаки.

Это лучшая книга из тех, что я когда-либо читал.

Кейт была в Англии несколько раз.

Они уже смотрели этот фильм.

Дождь еще не закончился.

Я живу здесь с 2010 года.

3. Составьте предложения в the Past Perfect Tense и переведите. Brian/to return/books to the library/before last Thursday.

We/to know/the results of the test/before two o'clock yesterday. I/to come/to the office/before lunch time.

You/ to make/the order/before we came into the cafe.

Sally/to send/the letters/before her boss returned from the bank.

4. Сделайте предложения вопросительными в Past Perfect Tense.

They had gone to the railway station before 6 o'clock.

My father had returned from his business trip by the weekend. We had met Eric before the lesson.

The taxi had come by 7 o'clock. They had used this key before. 5.

Раскройте скобки, употребляя Future Perfect Tense и переведите.

1. My mother (cook) the cake before the guests come

2. I (do) all my homework by 7 o'clock tomorrow.

3. We (return) home already when you call us.

4. My sisters (clean) the flat before the parents come.

5. He (read) the War and Peace by next month.

6. Переведите предложения на английский язык, употребляя Future Perfect:

1. Ветеринар вылечит мою кошку до следующей недели.

2. Ребенок завершит этот рисунок к приезду отца из Африки.

3. Они оплатят эту посылку до того, как я отправлю ее.

4. Наша компания построит эти коттеджи к 2019 году.

5. К тому времени как мне исполнится 25 лет, я куплю собственный дом!

7. Употребите правильную форму глагола в пассивном залоге. The roads (cover) with the snow. – Дороги покрыты снегом.

Chocolate (make) from cocoa. – Шоколад изготавливается из какао.

The Pyramids (build) in Egypt. – Пирамиды были построены в Египте.

This coat (buy) four years ago. – Это пальто было куплено 4 года назад.

The stadium (open) next month. – Стадион будет открыт в следующем месяце.

8. Измените предложения по образцу:

Н-р: Shakespeare wrote "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».) – "Romeo and Juliet" was written by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)

Popov invented radio in Russia. (Попов изобрел радио в России.)

Every four years people elect a new president in the USA. (Каждые 4 года народ выбирает нового президента в США.)

The police caught a bank robber last night. (Полиция поймала грабителя банка прошлой ночью.)

Sorry, we don't allow dogs in our safari park. (Извините, но мы не допускаем собак в наш сафари парк.)

The postman will leave my letter by the door. (Почтальон оставит мое письмо у двери.)

8. Напишите сочинение на тему «My future profession».

### **Module 1 Variant 2**

1. Раскройте скобки, употребляя глаголы в Present perfect и переведите. He (to lose) his passport.

I (to know) Kate since we were at school together.

They (to buy) a new car.

We (to receive) a lot of presents lately.

My mother (to work) in the library all her life.

My sister recently (to enter) this university.

She (to close) the door.

I (to read) a lot of magazines in the last few days. Mike never (to be) to England before.

2. Переведите предложения, используя Present perfect tense.

У нас никогда не было кота.

Это лучшее блюдо из тех, что я когда-либо ел.

Майк был в Африке несколько раз.

Они уже делали это упражнение.

Дождь еще не закончился.

Он живет здесь с 2015 года.

3. Составьте предложения в Past Perfect Tense и переведите. The ferry/to reach/the port/by three o'clock yesterday.

The performance/to finish/by eight o'clock in the evening. They/to build/a new hospital/before the end of April.

Max/to have dinner/by four o'clock.

The baby/to wake up/before you left home. 4. Сделайте предложения вопросительными в Past Perfect Tense. Mary had booked the tickets before.

We had been to this exhibition.

You had received the invitation before Wednesday.

The bus had arrived before 5 o'clock. Tom had heard that story before.

5. Раскройте скобки, употребляя Future Perfect Tense и переведите. She (finish) the work before her child wake up.

Jack Afford (write) a new novel by the end of the year.

They (repair) my smartphone by next Friday.

They (pass) all exams by July.

The teacher (not check) tests of pupils by the end of the lesson.

6. Переведите предложения на английский язык, употребляя Future Perfect:

1. Два года спустя мы будем пользоваться этим компьютером уже 15 лет.

2. Ваша дочь окончит школу к 2022 году, так ведь?

3. К апрелю Джон и Памела переедут в Варшаву.

4. Пятый канал запустит показ этой программы до конца года.

5. Она досмотрит этот мультфильм до того, как придет ее мама.

7. Употребите правильную форму глагола в пассивном залоге.

Your parents (invite) to a meeting. – Твои родители будут приглашены на собрание. Where is your car? – It (mend) at the moment. – Где твоя машина? – В данный момент она ремонтируется.

The books already (pack). – Книги уже упакованы.

The castle can (see) from a long distance. – Замок можно увидеть издалека.

The guests must (meet) at noon. - Гости должны быть встречены в полдень.

8. Измените предложения по образцу:

Н-р: Shakespeare wrote "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».) – "Romeo and Juliet" was written by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)

My mum has made a delicious cherry pie for dinner. (Мама приготовила вкусный вишневый пирог на ужин.)

George didn't repair my clock. (Джордж не отремонтировал мои часы.)

Wait a little, my neighbor is telling an interesting story. (Подожди немного, мой сосед рассказывает интересную историю.)

My son can write some more articles about football. (Мой сын может написать еще немного статей о футболе.)

You must clean your bedroom tonight. (Ты должен убраться в своей спальне сегодня вечером.)

9. Напишите сочинение на тему «My future profession».

## Module 2

**Variant 1** 1. Образуйте сравнительную и превосходную степень следующих прилагательных.

Wide, thin, fat, nice, weak, merry, dirty, high, heavy, deep, dry, clean, brave, wonderful, excellent, dangerous, good, far, difficult, little. 2. Раскройте скобки, употребляя требующуюся форму прилагательного и переведите.

1. Which is (large): the United States or Canada?
2. What is the name of the (big) port in the United States?
3. Moscow is the (large) city in Russia.
4. The London underground is the (old) in the world.
5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.

3. Переведите на английский язык.

1. Майкл старше Питера.
2. Мария самая красивая девочка в классе.
3. Мой старший брат умнее меня.
4. Мой старый друг самый добрый человек в мире.
5. У Марии самые длинные волосы в школе.

4. Поставьте предложенные существительные в форму множественного числа.

Computer (компьютер), lion (лев), glove (перчатка), lady (дама, леди), bus (автобус), knife (нож), potato (картошина), desk (парта), boat (лодка), child (ребенок), boy (мальчик), sheep (овца), leg (часть ноги от стопы до бедра), watch (часы), tooth (зуб), flower (цветок), play (игра), umbrella (зонт), foot (ступня).

5. Выпишите исчисляемые существительные в одну колонку, а неисчисляемые в другую колонку.

Wool, air, airship, word, aviation, assistance, assistant, paper, hour, bread, darkness, water, sea, cheese, happiness, event, hero, sand, music, piano, friend, friendship, quickness, tobacco, cigarette, copper, armchair, coffee, ship, coin, university, money, ink, banknote, meat, silver, watch, timber, tree, idea, ice, furniture, chalk, heat, cow, milk, butter, horse, speed, umbrella, instrument, machine, obligation, equipment.

6. Переведите словосочетания, используя притяжательный падеж существительных.

Например: отец Кэрол – Carol's father

1. работа Джессики
2. имя доктора
3. машина Фрэнка
4. телевизор Ани
5. компьютер моих сыновей
6. дочь Марка и Виктории
7. словари Сюзанны
8. ключи моей сестры
9. сумки наших гостей

10. учитель моей дочери 7. Прочитайте текст и ответьте на вопросы.

Marie Tussaud, Anna Maria Grosholtz (1761–1850), was born in Strasbourg, France. Her mother worked as a housekeeper for Dr. Philippe Curtius in Bern, Switzerland, who was a physician skilled in wax modelling. Curtius taught Tussaud the art of wax modelling.

Tussaud created her first wax figure of Voltaire in 1777. Other famous people she modelled at that time include Jean-Jacques Rousseau and Benjamin Franklin. During the French Revolution she modelled many prominent victims. In her memoirs she claims that she would search through corpses to find the decapitated heads of executed citizens, from which she would make death masks. Her death masks were held up as revolutionary flags and paraded through the streets of Paris. Following the doctor's death in 1794, she inherited his vast collection of wax models and spent the next 33 years travelling around Europe. Her marriage to Francois Tussaud in 1795 lent a new name to the show: Madame Tussaud's. In 1802, she went to London having accepted an invitation from Paul Philidor, a magic lantern and phantasmagoria pioneer, to exhibit her work alongside his show at the Lyceum Theatre, London. She did not fare particularly well financially, with Philidor taking half of her profits. As a result of the Franco-British war, she was unable to return to France, so she travelled throughout Great Britain and Ireland exhibiting her collection...

True/False

1. Curtius was good at wax modeling.
2. During the French Revolution Marie Tussaud created wax figures of many notorious criminals.
3. Marie looked for her models among dead beheaded bodies.
4. Her husband's collection was not very big.
5. The Franco-British war made it impossible for Madam Tussaud to return to France.

8. Adjective or adverb?

1. He always does his homework (quick, quickly).
2. Her homework is usually (good, well).
3. He writes (correct, correctly).
4. He speaks English (good, well).
5. She likes Moscow very (strongly, much).
6. The boys played (quiet/quietly).
7. My little sister draws (good/well).
8. Mr. Slow is a bad worker. He works (slow and bad, slowly and badly).
9. He never speaks (angry, angrily).
10. He never says (angry, angrily) words.

Преобразуйте следующие предложения в страдательный ( пассивный) залог.

1. They showed her the shortest way to the station.
2. Someone gave my little brother a ticket, too.
3. They have allowed each boy a second plate of ice-cream.
4. My mother is teaching me English.
5. They sent him a lot of information .
6. Someone has lent them ten thousand dollars recently.
7. They promised her some interesting work.

8. They pay the workers twice a month.
9. People will show the visitors an ancient castle.
10. Someone granted them a loan last year.
11. Someone taught him English and gave him a dictionary.
12. We asked the lecturer a few questions about Shakespeare.
- 13 Tom has just told me an interesting story.
14. My friend lent me this book last Sunday.
15. When we first met, they had already offered me a job at the bank.

## Module 2

**Variante 2** 1. Образуйте сравнительную и превосходную степень следующих прилагательных.

Small, long, strong, thick, short, clever, tall, cold, silly, great, red, black, green, beautiful, bad, interesting, many, warm, popular, national. 2. Раскройте скобки, употребляя требующуюся форму прилагательного и переведите.

1. St. Petersburg is one of the (beautiful) cities in the world.
2. The rivers in America are much (big) than those in England.
3. The island of Great Britain is (small) than Greenland.
4. What is the name of the (high) mountain in Asia?
5. The English Channel is (wide) than the straits of Gibraltar

3. Переведите на английский язык.

1. Мэри старше Сэма.
2. Луиза самая красивая девочка в классе.
3. Мой старший брат выше меня.
4. Мой папа самый добрый человек в мире.
5. У Марии самые лучшие оценки в школе.

4. Поставьте предложенные существительные в форму множественного числа.

Phone (телефон), person (человек), armchair (кресло), tomato (помидор), theatre (театр), wolf (волк), ox (бык), woman (женщина), subway (подземка, метро), deer (олень), elephant (слон), monkey (обезьяна), fox (лиса), family (семья), goose (гусь), butterfly (бабочка), tram (трамвай), daddy (папа), man (мужчина).

5. Выпишите исчисляемые существительные в одну колонку, а неисчисляемые в другую колонку.

Wool, air, airship, word, aviation, assistance, assistant, hour, bread, darkness, water, sea, cheese, happiness, event, hero, sand, music, piano, friend, friendship, quickness, tobacco, cigarette, copper, armchair, coffee, ship, coin, university, money, ink, banknote, meat, silver, watch, timber, tree, idea, ice, furniture, chalk, heat, cow, milk, butter, horse, speed, umbrella, instrument, machine, obligation, equipment.

6. Переведите словосочетания, используя притяжательный падеж существительных.

Например: отец Кэрол – Carol's father

1. работа Браяна
2. имя врача
3. машина Льюиса

4. телевизор Мэри
5. ноутбук моих дочерей
6. дочь Джереми и Сары
7. книги Роберта
8. ключи моей свекрови
9. подарки наших гостей
10. учитель моей племянницы

7. Прочитайте текст и ответьте на вопросы. The end of a long journey.

Yesterday was an important day for Thomas Burns from Portsmouth. He retired after 45 years as a bus driver in the city. Here he writes about the changes he has seen over the years.

‘Over the years a lot of things have changed in Portsmouth and I think it’s more difficult to be a bus driver today than before. There are more cars, more cyclists, more traffic jams and more people in a hurry! I’ve seen a lot of changes in the town centre too. When I started you could drive along the High Street. Now you can’t. It’s for people on foot! There are lots of roads you can’t drive along.

Another change is that 40 years ago we had conductors. Conductors were people who worked on the bus too and they walked up and down the bus and sold the tickets. Today the driver has to sell tickets. Also, the conductors watched the passengers for any trouble. Today we have CCTV cameras instead! But a CCTV camera can’t tell a teenager to get off the bus!

The passengers haven’t changed a lot. I’ve met some really nice people and some very rude people too. But that’s life, isn’t it?’

Are the sentences true or false? Эти предложения правдивы или нет?

1. People want to get to places quickly these days.
2. There is more traffic on the roads today than before.
3. The city centre is the same as it was when Thomas started as a driver.
4. There is more trouble on the buses today than there was before.
5. All Thomas's passengers were polite.

8. Adjective or adverb?

1. She lives (near, nearly) the center of Moscow.
2. She lives not (far, farther) from the center of Moscow.
3. Silvia has a strong voice. She always sings (loud, loudly).
4. On Sundays all people like to get up (late, lately)
5. It is too (late, lately).

6. He is also (good, well) at literature and history.

7. She’s always very (polite, politely). 8. When she steps on somebody’s foot, she says, “I’m (terrible, terribly) sorry.”

9. I try not to go to bed (late, lately).

10. They make (great, greatly) progress with their studies. 9. Преобразуйте следующие предложения в страдательный (пассивный) залог.

1. Someone will read you another chapter next time.
2. They told us to come here by five o’clock.

3. They have brought the children a basket of fruit.
4. We sent her brother a letter last week.
5. They told the new students where to sit.
6. Someone gave her a box of chocolates for her birthday.
7. They told me the truth about the situation.
8. They will pay him for his work tomorrow.
9. We told the newcomers to stand.
10. They still deny women the right to vote in some countries.
11. Someone asked the student a very difficult question.
12. Someone bought Ann a new dress.
13. Someone has returned him the book he borrowed last week.
14. They sent his mother telegram an hour ago.
15. Someone offered her to take part in the competition.

**Экзаменационные вопросы по дисциплине “Деловой английский” для студентов  
направления «Философия»**

**Term 1**

1. What is the philosophy?
2. Do you know any other divisions of philosophy into areas?
3. What are they? Is language an area of philosophy?
4. What do you know about Pythagoras?
5. Why is philosophy found in most colleges and universities all over the world?
6. What is the meant by critical enterprise when we speak about philosophy?
7. What is the meant by philosophy being a rational enterprise?
8. What is the difference between irrational and non-rational claims?
9. What the main conceptions of philosophy are as approached in the last part?
10. What is the speculative approach to understanding the nature of philosophy considered the grandest?
11. What are the main issues the analytic philosophers deal with?
12. What is the primary object of the existentialist philosopher?
13. Where is the cradle of Western philosophy?
14. Do you think the water as understood by Thales is ‘the water’ we mean in our everyday life?
15. Can you solve Zeno’s paradoxes? What kind of flaw is involved in solving his paradoxes?

16. Are paradoxes important for philosophy?

## **Term 2**

1. What philosophical doctrine must youthful Plato have heard?
2. What is the conventional account of Plato's works?
3. What new Ideas did Plato develop in the middle periods?
4. What kind of criticism is mentioned in the text?
5. Which of the critical opinions do you agree with?
6. What facts of Aristotle's life do you know?
7. What makes the chronological account of Aristotle's writing difficult?
8. How did the term "metaphysics" enter the philosophical language?
9. What is the task of the philosopher?
10. What periods in the history of philosophy does the author point out?
11. Why was the location of the Academy important?
12. Why was the knowledge of geometry so important for studying philosophy?
13. What are the most important of Plato's contributions?
14. How did the Academy develop after Plato's death?
15. What made Plato a great teacher?
16. What methods of teaching Plato use in his Academy?

## **7. Учебно-методическое и информационное обеспечение дисциплины**

### **7.1. Список источников и литературы**

#### **а) Основная литература Основная литература:**

1. Ж.М.Арутюнова. О.Б. Мазурина. "Английский язык для философов"
2. Cristina Latham-Koening
3. Clive Oxenden
4. With Anna Lowy, Beatriz Martin Garcia "English file (Intermediate Teacher's book)"
5. Blackburn, Simon. Oxford Dictionary of Philosophy. — OUP, 1996.

#### **Дополнительная литература**

1. Cotton, David. Market Leader: Course Book. Upper Intermediate / David Cotton, David Falvey, Simon Kent. – New ed. – London: Pearson: Longman, 2006.
2. Foley M., Hall D. My Grammar Lab. – Pearson Education, 2012.
3. Murphy, Raymond. Essential Grammar in Use: A self-study reference and practice book for intermediate students of English: with Answers / Raymond Murphy. – 3d.ed. – Cambridge Univ. Press, 2006.
4. Oshima, Alice. Writing Academic English / Oshima Alice, Hogue Ann. – 4th ed. - Pearson: Longman, 2006.
5. Phillips, Deborah. Longman Preparation Course for the TOEFL Test iBT. – London: Pearson: Longman, 2007.

### Программное обеспечение и электронные ресурсы

1. w.w.w. kirlibnet.kg
2. www.lib.vsu.ru
3. www.newasp.omskreg.ru/tdis
4. www/n-t.ru-ri/zh/ar.htm
5. www.ideashistory.org.rusciphil.html

### Рекомендуемая литература

Грамматические таблицы, дидактические картинки, наглядны пособия, DVD и CD диски, презентации.

#### 7.2. Перечень ресурсов информационно – телекоммуникационной сети «Интернет» необходимый для освоения дисциплины (модулей).

- 1) Дадян М., Попцова М. Англо-русский словарь «Янус» культура и искусство.-CD-ROM, 2003.
- 2) Электронный словарь ABBY LingvoX3 (многоязычная версия), ABBY, 2008. CD-ROM. 3) BBC. Learning English URL: <http://www.bbc.co.uk/worldservice/learningenglish>  
English Grammar Help – Rules, Worksheets, Games, Quizzes, Exercises. URL: <http://esl.about.com/od/englishgrammar/> **English Grammar Help Rules Worksheets Games Quizzes Exercises.htm**
- 4) English language (ESL) Learning Online. URL.:<http://www.usingenglish.com>
- 5) English Online.URL: <http://abc-english-grammar.com>
- 6) Free Online Dictionary for English Definitions. URL: <http://dictionary.reference.com>
- 7) Guide to Grammar and Writing. URL: <http://grammar.ccc.commnet.edu/grammar> 8)  
Home English. URL: <http://homeenglish.ru/index.htm>
- 9) Wikipedia, the Free Encyclopedia.  
URL:<http://www.wikipedia.org><http://kырlibnet.kg/ru/ec/>  
<http://www.biblioteka.kg/>  
<http://www.iprbookshop.ru> <http://ilim.box/>  
<https://www.who.int/hinari/en/>  
<http://search.epnet.com/>

<https://www.cambridge.org/core>

**8. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся.**

**8.1. Планы практических (семинарских) и лабораторных занятий. Методические указания по организации и проведению Тема 1. What is Philosophy.**

Grammar: Present Continuous Tense

Writing: Exercises with Present Continuous

Listening: Leaving on a jet plane

Vocabulary: Philosophy

**Тема 2. An Introduction to Philosophy**

Grammar: Past Continuous Tense

Writing: Essay «What is my Philosophy»

Listening: Soledad

Vocabulary: An Introduction to Philosophy

**Тема 3. Philosophy as an Academic Subject**

Grammar: Future Continuous Tense

Writing: Exercises with Present Continuous

Speaking: Favorite Philosophers

Vocabulary: Philosophy as an Academic Subject

**Тема 4. The Fields of Philosophy.**

Grammar: Present Perfect Tense

Phonetics; pronunciation in a dictionary. Listening

and speaking: My heart will go on

Vocabulary: useful expressions.

**Тема 5, 6: The Ideas of the Structure of the Universe**

Vocabulary: What is the Universe

Grammar: Past Perfect Tense

Listening : Birthday Presents

## **Тема 7: The Greatest Philosophers**

Reading: Text about Philosophers

Grammar; Future Perfect Tense

Listening and speaking: Music quiz.

## **Тема 8 Module 1**

Контрольная работа (письменная, даются 8-10 заданий по пройденным разделам)

## **Тема 9, 10: Plato**

Reading: text about Plato

Grammar: Adverbs

Writing: Exercises with Adverbs

## **Тема 11. Platonism**

Grammar: Adjectives

Writing: Exercises – Adverb or Adjective

Reading: Platonism

## **Тема 12. Divine Plato**

Grammar: Noun

Vocabulary; opposite verbs Phonetics;

vowel sounds.

Listening and speaking; make a positive prediction.

## **Тема 13. Aristotle**

Grammar: will/ wont (promises, offers, decisions)

Vocabulary: verb + back

Reading and speaking: Aristotle Speaking:

will I / shall I? play the game.

Phonetics: word stress.

## **Тема 14. Aristotealism**

Grammar: Review of tenses

Reading: Aristotealism Vocabulary:

verbs + prepositions Phonetics:

sentence stress.

### **Тема 15: Socrates**

Grammar: Possessive Case

Vocabulary: Ancient Greece

Reading: text about Socrates

Speaking: Have you ever.....?

### **Тема 16 Module 2**

Контрольная работа (письменная, даются 8-9 заданий по пройденным разделам).

### **2- семестр**

#### **Тема 1, 2. Medusa the Gorgone**

Grammar: comparatives, as...as, less....than..

Vocabulary: time expressions Reading:

Medusa the Gorgone Phonetics;

sentence stress.

#### **Тема 3. Cerberus (The 12 th labour of Hercule)**

Grammar; Superlatives Vocabulary:

opposite adjectives

Speaking: The best and the worst. **Тема**

#### **4, 5. Pegasus and Chimaera Grammar:**

Uses of the infinitive.

Speaking: Do you like giving parties?

Phonetics: rhyming words.

**Тема 6,7:** C.E.M. Joads point of view expressed in his Introduction to the guide to Philosophy

Grammar: Gerund.

Vocabulary: verbs followed by -ing Reading:

Text.

Writing: Essay «Plato and Aristotle»

### **Тема 8 Module 1**

Контрольная работа (письменная, даются 8-9 заданий по пройденным разделам).

**Тема 9, 10:** The Concise encyclopedia of Western Philosophy and Philosophers

Grammar: Verb

Reading: Western Philosophy

Writing: exercises with Verbs

**Тема 11,12.** Zeno Paradoxes

Grammar: Expressing movement.

Vocabulary: prepositions of movement.

Listening: We are the champions.

Speaking: your most exciting moments. **Тема**

**13,14:**The First Western University

Grammar: First conditional.

Vocabulary: confusing verbs.

Speaking: group work.

Writing: grammar exercises

**Тема 15.** Socrates Dedication

Grammar: Second conditional

Vocabulary: words from the text

Listening and speaking: would you survive?

### **Тема 16 Module 2**

Контрольная работа (письменная, даются 8-9 заданий по пройденным разделам).

## 8.2 Методические указания для обучающихся, по освоению дисциплины (модулей)

Прежде, чем приступить к изучению дисциплины «Деловой иностранный язык (английский)», студенту необходимо ознакомиться с образовательными целями и задачами дисциплины, а также с перечнем компетенций, формируемых в рамках указанной дисциплины. Для успешного овладения данной дисциплиной необходимо руководствоваться тематическим планом, в котором отражено основное дидактическое содержание курса по темам и основным видам речевой деятельности.

Основными темами данного курса являются: Что такое философия. Философия как академический предмет. Платон. Аристотель. Сократ. Божественный Платон. Платонизм и Аристотелизм. Медуза Горгона. Цербер. Пегас. Для организации самостоятельной работы необходимо руководствоваться разделом «Учебно-методическое обеспечение и планирование самостоятельной работы студентов», в котором представлена информация о видах самостоятельной работы студентов, ее тематическом содержании, а также количестве часов, отводимых для самостоятельного изучения определенного раздела дисциплины.

С целью усвоения, закрепления изученного материала, а также проверки сформированности компетенций необходимо обращаться к разделу «Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности характеризующих этапы формирования компетенций», в котором представлен фонд типовых тестовых и контрольных заданий, дидактические материалы по организации самостоятельной работы студентов, а также требования к зачету. Для эффективного изучения данного курса необходимо ознакомиться с основной и дополнительной литературой дисциплины, включая ссылки на базы данных и сетевые ресурсы, представленные в разделе «Учебно-методическое и информационное обеспечение дисциплины».

## 8.3. Методические рекомендации по подготовке письменных работ Формами

организации самостоятельной работы студента является:

1. Углубленное изучение отдельных вопросов курса (работа с вопросами для самоконтроля).
2. Подготовка вопросов семинарских занятий.
3. В течение 1,2 семестра студент выполняет 4 доклада, а также иные формы самостоятельных работ (либо 4 презентации в программе Power Point). Студенты самостоятельно осуществляют подбор и изучение литературы и источников к научным докладам, рефератам и презентациям. Выполнение работы формирует навыки самостоятельного анализа выбранной темы. **Рекомендации по выполнению письменной работы:**

**Требования: 10-12 страниц, шрифт TNR 12, введение, основная часть, заключение, список литературы.**

- Подобрать литературу по данной теме, познакомиться с её содержанием.
- Пользуясь закладками отметить наиболее существенные места или сделать выписки.
- Составить план сообщения.

- *Написать план доклада, в заключении которого обязательно выразить своё отношение к излагаемой теме и её содержанию.*
- *Прочитать текст и отредактировать его.*
- *Оформить в соответствии с требованиями к оформлению письменной работы.*

***Рекомендации по выполнению презентации:***

***Требования: 12 слайдов, картинки, текст, стиль.***

- *Подобрать литературу по данной теме, познакомиться с её содержанием.*
  - *Пользуясь закладками отметить наиболее существенные места.*
  - *Составить план.*
  - *Сделать презентацию, располагая слайды согласно плана.*
  - *Прочитать текст и отредактировать его.*
  - *Оформить в соответствии с требованиями к оформлению презентации.*
4. Работа над изучением категориального и терминологического аппарата курса, усвоение которого проверяется при помощи контрольных работ на модуле.
  5. Изучение дополнительной литературы по дисциплине.

**8.4. Иные материалы. Тексты для самостоятельной работы с преподавателем (СРСР)**

**Thomas Hobbes** (5 April 1588 – 4 December 1679), in some older texts Thomas Hobbes of Malmesbury,[a] was an English philosopher who is considered one of the founders of modern political philosophy.[1][2] Hobbes is best known for his 1651 book Leviathan, which established the social contract theory that has served as the foundation for most later Western political philosophy.[3] In addition to political philosophy, Hobbes also contributed to a diverse array of other fields, including history, jurisprudence, geometry, the physics of gases, theology, ethics, and general philosophy.

Though on rational grounds a champion of absolutism for the sovereign, Hobbes also developed some of the fundamentals of European liberal thought: the right of the individual; the natural equality of all men; the artificial character of the political order (which led to the later distinction between civil society and the state); the view that all legitimate political power must be "representative" and based on the consent of the people; and a liberal interpretation of law which leaves people free to do whatever the law does not explicitly forbid.[4] His understanding of humans as being matter and motion, obeying the same physical laws as other matter and motion, remains influential; and his account of human nature as self-interested cooperation, and of political communities as being based upon a "social contract" remains one of the major topics of political philosophy.

**Aristotle (384 BC - March 7, 322 BC)** an ancient Greek philosopher, student of Plato and teacher of Alexander the Great. He wrote many books about physics, poetry, zoology, logic, rhetoric, government, and biology.

Aristotle, along with Plato and Socrates, are generally considered the three most influential ancient Greek philosophers in Western thought. Among them they transformed Presocratic Greek philosophy into the foundations of Western philosophy as we know it. The writings of Plato and Aristotle form the core of Ancient philosophy.

Aristotle placed much more value on knowledge gained from the senses and would correspondingly be better classed among modern empiricists (see materialism and empiricism). He also achieved a "grounding" of dialectic in the Topics by allowing interlocutors to begin from commonly held beliefs (Endoxa); his goal being non-contradiction rather than Truth. He set the stage for what would eventually develop into the scientific method centuries later. Although he wrote dialogues early in his career, no more than fragments of these have survived.

The works of Aristotle that still exist today are in treatise form and were, for the most part, unpublished texts. These were probably lecture notes or texts used by his students, and were almost certainly revised repeatedly over the course of years. As a result, these works tend to be eclectic, dense and difficult to read.

Among the most important ones are Physics, Metaphysics, Nicomachean Ethics, Politics, De Anima (On the Soul) and Poetics.

Their works, although connected in many fundamental ways, are very different in both style and substance.

Aristotle is known for being one of the few figures in history who studied almost every subject possible at the time. In science, Aristotle studied anatomy, astronomy, embryology, geography, geology, meteorology, physics, and zoology.

In philosophy, Aristotle wrote on aesthetics, economics, ethics, government, metaphysics, politics, psychology, rhetoric and theology. He also dealt with education, foreign customs, literature and poetry. His combined works practically comprise an encyclopedia of Greek knowledge.

## **Plato**

Ancient Greek philosopher Plato founded the Academy and is the author of philosophical works of unparalleled influence in Western thought.

“All the gold which is under or upon the earth is not enough to give in exchange for virtue.” — Plato

### Synopsis

Born circa 428 B.C.E., ancient Greek philosopher Plato was a student of Socrates and a teacher of Aristotle. His writings explored justice, beauty and equality, and also contained discussions in aesthetics, political philosophy, theology, cosmology, epistemology and the philosophy of language. Plato founded the Academy in Athens, one of the first institutions of higher learning in the Western world. He died in Athens circa 348 B.C.E.

### Background

Due to a lack of primary sources from the time period, much of Plato's life has been constructed by scholars through his writings and the writings of contemporaries and classical historians. Traditional history estimates Plato's birth was around 428 B.C.E., but more modern scholars, tracing later events in his life, believe he was born between 424 and 423 B.C.E. Both of his parents came from the Greek aristocracy. Plato's father, Ariston, descended from the kings of Athens and Messenia. His mother, Perictione, is said to be related to the 6th century B.C.E. Greek statesman Solon.

Some scholars believe that Plato was named for his grandfather, Aristocles, following the tradition of the naming the eldest son after the grandfather. But there is no conclusive evidence of this, or

that Plato was the eldest son in his family. Other historians claim that "Plato" was a nickname, referring to his broad physical build. This too is possible, although there is record that the name Plato was given to boys before Aristocles was born. As with many young boys of his social class, Plato was probably taught by some of Athens' finest educators. The curriculum would have featured the doctrines of Cratylus and Pythagoras as well as Parmenides. These probably helped develop the foundation for Plato's study of metaphysics (the study of nature) and epistemology (the study of knowledge). Plato's father died when he was young, and his mother remarried her uncle, Pyrilampes, a Greek politician and ambassador to Persia. Plato is believed to have had two full brothers, one sister and a half brother, though it is not certain where he falls in the birth order. Often, members of Plato's family appeared in his dialogues. Historians believe this is an indication of Plato's pride in his family lineage. As a young man, Plato experienced two major events that set his course in life. One was meeting the great Greek philosopher Socrates. Socrates's methods of dialogue and debate impressed Plato so much that he soon he became a close associate and dedicated his life to the question of virtue and the formation of a noble character. The other significant event was the Peloponnesian War between Athens and Sparta, in which Plato served for a brief time between 409 and 404 B.C.E. The defeat of Athens ended its democracy, which the Spartans replaced with an oligarchy. Two of Plato's relatives, Charmides and Critias, were prominent figures in the new government, part of the notorious Thirty Tyrants whose brief rule severely reduced the rights of Athenian citizens. After the oligarchy was overthrown and democracy was restored, Plato briefly considered a career in politics, but the execution of Socrates in 399 B.C.E. soured him on this idea and he turned to a life of study and philosophy.

After Socrates's death, Plato traveled for 12 years throughout the Mediterranean region, studying mathematics with the Pythagoreans in Italy, and geometry, geology, astronomy and religion in Egypt. During this time, or soon after, he began his extensive writing. There is some debate among scholars on the order of these writings, but most believe they fall into three distinct periods.

**Socrates** : Σωκράτης [sɔ:krátɛ:s], Sōkrátēs; 470/469 – 399 BC was a classical Greek (Athenian) philosopher credited as one of the founders of Western philosophy. He is an enigmatic figure known chiefly through the accounts of classical writers, especially the writings of his students Plato and Xenophon and the plays of his contemporary Aristophanes. Plato's dialogues are among the most comprehensive accounts of Socrates to survive from antiquity, though it is unclear the degree to which Socrates himself is "hidden behind his 'best disciple', Plato"

Through his portrayal in Plato's dialogues, Socrates has become renowned for his contribution to the field of ethics, and it is this Platonic Socrates who lends his name to the concepts of Socratic irony and the Socratic method, or elenchus. The latter remains a commonly used tool in a wide range of discussions, and is a type of pedagogy in which a series of questions is asked not only to draw individual answers, but also to encourage fundamental insight into the issue at hand. Plato's Socrates also made important and lasting contributions to the field of epistemology, and his ideologies and approach have proven a strong foundation for much Western philosophy that has followed.

## **Sigmund Freud**

Sigmund Freud was born on May 6, 1856, in the small Moravian town of Freiberg. His father was a merchant. His mother was his father's third wife. In 1860, Freud and his family moved to the city of Vienna. He was almost four.

In 1873, Freud entered the University of Vienna planned to study law but instead became a physician.

Freud was a brilliant student. Although Freud was more interested in studying the philosophical/scientific aspects of the mind. He especially became interested in neurology and physiology. He finally graduated from the University in 1881. Freud's research was based on close observations and scientific scepticism.

This skeptical quality was not appreciated by all of his mentors. One mentor especially, Ernst Brucke, did not like Freud's ideas at all. He even advised Freud to take a lowly position at the Vienna General Hospital. Freud took this position, but his decision was influenced by certain personal events that would change his life.

Freud was secretly engaged to Martha Bernays (one of his sister's friends), but he did not have enough money to provide a middle class household that his fiancée thought was necessary. In 1886, Freud finally was able to marry and the next nine years he and Martha had six children together. His youngest daughter Anna would later become Freud's disciple, assistant, and a very good psychoanalyst.

Before his marriage, Freud worked in Paris with a famous neurologist named Jean-Martin Charcot. Charcot claimed that he can cure mental disorders using hypnosis. This radical idea deeply influenced Freud and his quest to solve the mysteries of the mind.

In 1896, Freud would first use the word «psychoanalysis». That same year his father died. This loss would deeply affect Freud.

In 1901, Freud published his *Psychopathology of Everyday Life*. This book was very popular. For the next few years, Freud published more papers about the human psychological condition, in both adults and children. His ideas were strongly debated throughout the world.

In 1933, Adolph Hitler was nominated as the chancellor of Germany. Freud however refused to leave Vienna. In 1938, the Germans came into the city of Vienna and it made Freud went to Paris, then he left Paris and went to London.

On September 23, 1939, Freud asked his physician for a lethal dose of morphine, and would eventually die. His death did not stop the spread of his works on psychoanalysis.

His theories have already become one of the most popular fields in psychology.

Naturalism, idealism and theism are three major worldview categories. There are many subcategories and many modifications, but for the most part, what can be said about these major types will also apply to the various subgroups.

Simply being aware of these various categories is not enough, however, for they are mutually exclusive. Only one of them can be true. They cannot be combined and they cannot be ignored. A person will inevitably think in terms of one or the other of these three views. Someone may, of course, have a mixture of ideas in his or her conversation, but when the issues of life become crucial, as they inevitably do, the distinctions in worldviews become crucial as well.

How can someone know which view is right? What is needed are adequate tests that can be applied to worldviews. In case a person has analyzed his/her own thoughts or the thoughts of others and

has detected the worldview involved, there are four tests that he/she should apply to determine the validity, the truthfulness, the intellectual value and the relevance of that worldview.

(abridged from “A Handbook for Christian Philosophy”) **Famous quotations by Plato.**

Choose one you like most of all and develop the idea in the essay of your own.

“Be kind, for everyone you meet is fighting a hard battle.”

“Ignorance is the root and the stem of every evil.”

“Never discourage anyone...who continually makes progress, no matter how slow.”

“No human thing is of serious importance.”

“The price good men pay for indifference to public affairs is to be ruled by evil men.”

“Wise men talk because they have something to say; fools, because they have to say something.”

“You can discover more about a person in an hour of play than in a year of conversation.”

“No evil can happen to a good man, either in life or after death.”

“False words are not only evil in themselves, but they infect the soul with evil.”

“Friends have all things in common.”

“The direction in which education starts a man will determine his future life.”

“The people have always some champion whom they set over them and nurse into greatness...This and no other is the root from which a tyrant springs; when he first appears he is a protector.”

“There are three arts which are concerned with all things: one which uses, another which makes, and a third which imitates them.”

“When there is an income tax, the just man will pay more and the unjust less on the same amount of income.” **Confucius**

Master Kong Qiu, as his name translates from Chinese, lived from 551 to 479 BC, and remains the most important single philosopher in Eastern history. He espoused significant principles of ethics and politics, in a time when the Greeks were espousing the same things. We think of democracy as a Greek invention, a Western idea, but Confucius wrote in his Analects that “the best government is one that rules through ‘rites’ and the people’s natural morality, rather than by using bribery and coercion. This may sound obvious to us today, but he wrote it in the early 500s to late 400s BC. It is the same principle of democracy that the Greeks argued for and developed: the people’s morality is in charge; therefore, rule by the people. Confucius defended the idea of an Emperor, but also advocated limitations to the emperor’s power. The emperor must be honest and his subjects must respect him, but he must also deserve that respect. If he makes a mistake, his subjects must offer suggestions to correct him, and he must consider them. Any ruler who acted contrary to these principles was a tyrant, and thus a thief more than a ruler.

Confucius also devised his own, independent version of the Golden Rule, which had existed for at least a century in Greece before him. His phrasing was almost identical, but then furthered the idea:

“What one does not wish for oneself, one ought not to do to anyone else; what one recognizes as desirable for oneself, one ought to be willing to grant to others.” The first statement is in the negative, and constitutes a passive desire not to harm others. The second statement is much more important, constituting an active desire to help others. The only other philosopher of antiquity to advocate the Golden Rule in the positive form is Jesus of Nazareth.

## **Rene Descartes**

Descartes lived from 1596 to 1650, and today he is referred to as “the Father of Modern Philosophy.” He created analytical geometry, based on his now immortal Cartesian coordinate system, immortal in the sense that we are all taught it in school, and that it is still perfectly up-to-date in almost all branches of mathematics. Analytical geometry is the study of geometry using algebra and the Cartesian coordinate system. He discovered the laws of refraction and reflection. He also invented the superscript notation still used today to indicate the powers of exponents. He advocated dualism, which is very basically defined as the power of the mind over the body: strength is derived by ignoring the weaknesses of the human physique and relying on the infinite power of the human mind. Descartes’s most famous statement, now practically the motto of existentialism: “Je pense donc je suis;” “Cogito, ergo sum;” “I think, therefore I am.” This is not meant to prove the existence of one’s body. Quite the opposite, it is meant to prove the existence of one’s mind. He rejected perception as unreliable, and considered deduction the only reliable method for examining, proving and disproving anything.

He also adhered to the Ontological Argument for the Existence of a Christian God, stating that, because God is benevolent, Descartes can have some faith in the account of reality his senses provide him, for God has provided him with a working mind and sensory system and does not desire to deceive him. From this supposition, however, Descartes finally establishes the possibility of acquiring knowledge about the world based on deduction and perception. In terms of the study of knowledge therefore, he can be said to have contributed such ideas as a rigorous conception of foundationalism (basic beliefs) and the possibility that reason is the only reliable method of attaining knowledge.

## **Paul of Tarsus**

The wild card of this list, but give him fair consideration. Paul accomplished more with the few letters we have of his, to various churches in Asia Minor, Israel and Rome, than any other mortal person in the Bible, except Jesus himself. Jesus founded Christianity. But without Paul, the religion would have died in a few hundred years at best, or remained too insular to invite the entire world into its faith, as Jesus wanted.

Paul had more than one falling out with Peter, primarily among the other Disciples. Peter insisted that at least one or two of the Jewish traditions remain as requirements, along with faith in Jesus, for one to be counted as Christian. Paul insisted that faith in Jesus is all that is required, and neither circumcision, refusal of certain foods or any other Jewish custom was necessary, because the world was now, and forevermore, under a state of Grace in Jesus, not a state of Law according to Moses. This principle of a state of grace, which is now central to all sects of Christianity, was Paul’s idea (if not Jesus’s), as was the concept of God’s moral law (in Ten Commandments) being innately understood by all men once they reach the age of reason, by which law God will hold all men accountable on his Day of Judgment.

He is especially impressive to have systematized these principles flawlessly, having never met Jesus in person, and in direct opposition to Peter and several other Disciples. Many theologians and experts on Christianity and its history even call Paul, and not Jesus, the founder of Christianity. That may be going a bit too far, but keep in mind that the Disciples intended to keep Christianity for themselves, as the proper form of Judaism, to which only Jews could convert. Anyone could symbolically become a Jew by circumcision and obedience of the Mosaic Laws (every one of

them, not just the Big Ten). Paul argued against this, stating that as Christ was the absolute greatest good that the world would ever see, and Almighty because he and the Father are one, then the grace of Christ is sufficiently powerful to save anyone from his or her sin, whether Jewish, Gentile or anything else. If the religion were to have lasted to present day without Paul's letters championing the grace of Christ over the Law of Moses, Christianity would just a minor sect of Judaism.

### **9. Материально-техническое обеспечение дисциплины**

В ходе практических занятий курса используется аудио и видео аппаратура, дополнительные материалы текстов по специальности, компьютерные тесты в языковой лаборатории, проекторы для презентаций Powerpoint, ресурсы сети Интернет.

### **10. Глоссарий**

**Abstract** popularly, what is hard to understand, or is purely theoretical, or cannot be perceived by senses. In philosophy it applies to:

- 1) A quality or attribute considered apart from an object in which it exists (as whiteness, beauty);
- 2) anything separated from its normal or organic context, as a hand severed from a body.

**Appearance** the way smth looks, but it may be different to the way it really is.

**Cause** the use of the word in science is to be distinguished from its use in philosophy. By cause science means the invariable antecedent of a given event or complex of events; and such cause is often called empirical, phenomenal, or inductive. Philosophy employs the term to mean the ultimate power that produces the being of anything; in this sense cause is described as metaphysical, noumenal or ontological. Aristotle holds that the full explanation of anything should say what it is made of (material cause), what it essentially is (formal cause), what brought it into being (efficient cause) and what its function or purpose is (final cause).

### **Conception**

1. a) process of forming or understanding ideas or abstractions or their symbols; b) a general idea (syn: concept)
2. the originating of something (as a plan) in the mind (syn: idea). Consciousness awareness; all the states and processes of thought, feeling, will, self-experience, etc. Someone's mind and thought; the beliefs, opinions of people. The knowledge or understanding that smth. exists. Strictly speaking indefinable and is the most challenging source of problems in philosophy.

**Contemplation** concentration on spiritual things as a form of private devotion. The word has different meanings, e.g. in Indian ethics, for Plato, Aristotle and western tradition it is a valuable state of mind: contemplation of the form of the good, or reflection upon the virtues. The idea is found in Christianity as the eternal contemplation of a certain vision, and in the Kantian view that the ideal state is one free of desire and inclination (apathy).

**Deduction** logical inference from premises, proceeds from the general to the particular. **Deductive** logic in which a conclusion follows from a set of premises. In deductive logic the conclusion cannot be false if the premises are true. Aristotle is generally recognized as the first great logician and Aristotelian logic or traditional logic dominated the subject until the 19-th century.

**Entity** whatever may be talked about or mentioned, whether subjective or objective, real or imaginary.

**Eternal** timeless existence, conceived of as having no beginning and no end.

**Experience** is the central focus of the philosophy of mind. It is easily thought of as private events, known only to their possessor, and bearing at best problematic relationships to any other events,

such as happenings in an external world or similar streams in other possessors. In fact, it is a difficult term to interpret, as sometimes it means any and all consciousness as it occurs; or sense perception in particular; or consciousness as organized and interpreted by the categories.

**Explicit** said or explained in an extremely clear and direct way.

**Experience** a difficult notion to define: any and all consciousness as it occurs or sense perception in particular. It is a stream of private events known only to their possessor, and bearing at best problematic relationships to any other events. Kant thought of experience as itself synthesized by various active operations of the mind.

**Good** (the) (n.) the supposed final end at which action must aim; an intrinsically valuable state, or some compound of happiness, virtue, freedom from care, and success. Yet there is difference between private good and social good. The good is often identified in economics with satisfaction of desire or preference.

**Intuition** an immediate perception, the apprehension either of the truth of some proposition or of sense-objects by the mind. According to Kant it is the sensible apprehension of things.

**Genus** a class of things that share the same character, but divided into different sub-classes or species.

**Good** (the) is used to denote the supposed final end at which action must aim: an intrinsically valuable state, classically identified with happiness, virtue, freedom from care, and success. There is private good and social good. Something is considered good in relation to our aims and desires.

**Idea** used in various senses by different thinkers. Plato: a real universal. The ideas make up the only real world. Later the meaning of the concept changed. **Identity** is that everything is what it is and not another thing.

**Immortality** the condition of being exempt from death or destruction, of living forever. Personal immortality entails that after our death (as identified by others) we ourselves shall enjoy experiences and shall live another life and continue so forever. In the Platonic tradition the survival of our soul, conceived of as an immaterial thinking substance temporarily lodged in our present body, is possible. But for Aristotle the soul is the form of the body, and cannot exist without it as a separate substance could, any more than a grin can exist without the grinning face.

**Implicit** 1) not stated directly, but expressed in the way someone behaves or says; 2) (in) forming a necessary part of smth.; 3) without any doubts or questions.

**Intuit** to have an intuition of.

**Intuition** an immediate perception.

**Logic** the science of thought.

**Metaphysics** involves searching beyond the world of the senses for an explanation of why the world is as it is, looking for the 'One' behind the 'Many'. It is an attempt to find a true account of reality.

**Person** a self that is able to develop reason and values.

**Phenomenon** 1) smth. that is shown, or revealed, or manifest in experience;

2) a fact or event that can be scientifically described or explained; 3) an observable fact or event.

**Premise** of an argument is one of the propositions from which the conclusion (or premiss) is derived.

**Pure** in the terminology of Kant, smth. is pure in so far as it is unmixed with elements derived from experience. Knowledge is pure if it is attainable

completely a priori. Pure reason is reason unmixed with anything empirical or practical: that concerned with the forms rather than the substance of knowledge

**Philosophy** 1) (from Greek philia - love; sophia - wisdom, i.e. 'love of wisdom'). The study of theories about the meaning of things such as life, knowledge and beliefs. The verb to philosophize was used in the 5-th century B.C. by Heraclitus, Herodotus and Thucydides and it meant to talk in a boring or formal way about important or difficult subjects.

2) (loose sense) the theory or belief that someone uses for dealing with life in general, e.g. philosophy of management, my philosophy.

**Rational smth.** based on sensible practical reasons rather than emotions. To accept smth. as rational is to accept it as making sense, as appropriate or aiming at truth or the good.

**Rationalist** someone who believes that ideas and actions should be based on practical reasons and knowledge, rather than on emotions or religious beliefs.

**Rationalism** (the loose sense) is the position which affirms reason as one of the highest authorities—maybe even the highest authority—in matters of belief and conduct and claims the preference of reason over sense experience.

**Reason** the human ability to think in an intelligent way, make sensible decisions, and form clear arguments. According to Plato reason is a charioteer dominating the rather unruly passions (the horses).

**Sense** 1) meaning conveyed or intended;

2) one of the natural abilities that most people have to see, hear, smell, taste, and feel things, known as the five senses.

**Species** any class of individuals sharing common properties and denoted by one common noun. In biology, the class below a genus, comprising organisms capable of interbreeding. The classical example is homo (the wider genus) sapiens (a distinguishing qualification).

**Syllogism** propositions so related that an inference may be drawn from them. E.g. Discovered by Aristotle.

**Taxonomy** the processes of scientific classification having historical, theoretical, and mutable nature.

**Thought** the process of relating judgments to solve a problem logic

**Perceive** to become conscious of the world by being aware of 'sensible qualities': colours, sounds, tastes, smells, felt warmth, and the shapes and positions of the objects in the environment.

**Speculate** (Lat.: speculari - to spy out, to examine or specere - to look)

a) to consider or discuss why smth. has happened;

b) to meditate on or ponder a subject;

c) to think or theorize about smth. in which evidence is too slight for certainty to be reached.

**Speculative** based on guessing, not on information or facts.