**Понимание письменного текста**

*You are going to read an article. Read the text and answer the questions that follow. Decide whether each statement is True or False and provide your arguments drawn from the text to justify your choice.*

There are two primary points of view about the historical process, and adherents of neither side can prove their conclusions. One says that history is nothing more than a disordered collection of random happenings. The opposite point of view, the majority opinion, asserts that there is a design, purpose, or pattern in history.

This latter viewpoint has its origins in such religious traditions as Judaism, Christianity, and Islam. Religious beliefs have concluded that history is an unfolding of God's plan for the world.

The scientific discoveries of Isaac Newton changed the way people think about the world. It became possible to regard history as a process set in motion perhaps by God but left mostly to the decisions and actions of humanity. The thinkers of the Enlightenment underscored this, as they looked to humanity itself as the prime mover in history.

In the 19th century history was interpreted by the German philosopher G.F.W. Hegel as a process of change caused by action, reaction, and the result, or synthesis, of the two. History cannot be interpreted mechanistically. Humans have freedom, but this freedom can only be fulfilled through overcoming obstacles. History is not a series of smooth transitions but rather progress through struggle and conflict.

A similar view was presented by Karl Marx. History is subject to laws just as nature is. History has a direction. It is governed by economic realities, by the way in which people produce and use wealth. Inevitably classes develop, and these struggle with each other for the control of the means of production. The goal of these conflicts is reached in the classless society, toward which there was an inevitable progress.

Two writers in the 20th century put forward complex and influential philosophies of history: Oswald Spengler and Arnold Toynbee. Spengler's pessimistic ‘Decline of the West' was published from 1918 to 1922. Coming out as it did under the cloud World War I had cast over Europe, it was widely accepted, though he had actually written it before the war. It describes culture, or civilizations, in biological terms, as though each were a natural organism. Cultures, he believed, are born; they mature, and they die through a process of growth and decay. The problem with this notion is that if cultures are individual biological organisms they cannot influence each other for good or ill. Nevertheless, his thesis agreed well with the disillusionment felt in much of the world after the war.

Toynbee, too, undertook to study the development of civilizations. He rejected the notion that the past can be viewed as a straight line of progress or development. He also disagreed with Spengler's assertion that the West is doomed. Toynbee declares that civilization arose in societies through a response to challenges. If the challenge is too great or too little, there is no significant advance. It is in the temperate areas of the world, such as North America and Northern Europe, that humanity has best been able to meet challenges and create high civilizations.

1. There is general agreement on the nature of historical events.

2. Progress in history, according to Hegel, is nothing short of a painstaking and painful process.

3. Marx advocated the theory of the detrimental effect class distinction has on progress.

4. Spengler believed that civilizations, unlike human beings, are immortal.

5. Civilization development is directly connected with the climate and environment it arose in.

**Понимание письменного текста с вопросами открытого типа**

*You are going to read an article. Read the text and answer the following questions in full sentences.*

*The proof should be given in your own words.*

So competitive is student sport these days that it's no good turning up to training whenever you happen to find yourself without assignment deadline. If you're really serious, your entire life will revolve around a disciplined programme of study, sport and high-protein meals, in a quest to shave seconds off your personal best.

Pursuing sport at university needs to start before you even pick an institution. Find out which universities have the best reputation in your field, the best coaches, and – even more important, because coaches can move elsewhere – the best facilities. Don't necessarily stick to the usual suspects because other places may be just as good in particular areas.

You also need to be realistic about your sporting talents. You may get more chance to participate by going to an institution where the standard is pitched slightly lower. Collegiate universities usually offer lots of opportunities for a more sociable type of competitive sport.

Then, identify an academic course that leaves you plenty of time for kicking a ball into a net, hitting it with a stick or whatever else you want to do with it. Arts and humanities programmes tend to give you more freedom to choose your study hours and locations. Sports science and sports psychology are always good bets because at least your tutors will appreciate your encyclopaedic knowledge of the 1994 World Cup. Don't forget, academics were usually the geeky ones at school, chosen last for the rounders team, so don't expect them to be too sympathetic to your need for time to hone your perfect physique.

You also need to think about money. Being a sporty student can be expensive, thanks to the cost of kit, gym membership, travel to away fixtures, and the fact that training is unlikely to leave you time for a part-time job. Investigate what scholarships are available from your institution, sporting bodies, charities or the government. You may also be able to find work as a coach or referee.

If you decide your devotion to sport doesn't stretch to the above, consider ultimate frisbee or ballroom dancing.

1. Why should one take student sport in college seriously?

2. How should one choose the right university for their sport pursuits?

3. In what cases is it advisable to go to a university with lower standards of achievement in sport?

4. How should one combine education and sport?

5. What should be taken into consideration about the financial side of planning one’s sport pursuits in college?