

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТУСА
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ТА ІНОЗЕМНИХ МОВ

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НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

для аудиторної роботи з дисципліни
“Перша іноземна мова (англійська)”
для здобувачів першого (освітньо-професійного) рівня вищої освіти
спеціальності 035 Філологія
спеціалізації 035.041 Германські мови та літератури (переклад включно),
перша – англійська
освітньої програми “Англійська та друга іноземна мови та літератури
(переклад включно)”
ТЕМАТИЧНИЙ МОДУЛЬ
“RELIGION”

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*Друкується за рішенням вченої ради факультету філології,
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Т 32 Тематичний модуль “Religion”: навчально-методичний посібник для аудиторної роботи з дисципліни “Перша іноземна мова (англійська)” для здобувачів першого (освітньо-професійного) рівня вищої освіти спеціальності 035 Філологія спеціалізації 035.041 Германські мови та літератури (переклад включно), перша – англійська освітньої програми “Англійська та друга іноземна мови та літератури (переклад включно)” / розробники: Н. В. Стрюк, М. М. Юрковська; ДонНУ імені Василя Стуса. Вінниця, 2023. 40 с.

Навчально-методичний посібник розроблений для аудиторної роботи із здобувачами першого (освітньо-професійного) рівня вищої освіти спеціальності 035 Філологія спеціалізації 035.041 Германські мови та літератури (переклад включно), перша – англійська освітньої програми “Англійська та друга іноземна мови та літератури (переклад включно)” і згідно з навчальною програмою містить комплексні завдання з тематичного модуля “Релігія”, який вивчається у восьмому семестрі в рамках дисципліни “Перша іноземна мова”, аспект “Розмовна практика”.

Посібник складається з десяти розділів, кожен із яких містить необхідні навчальні матеріали для одного заняття тривалістю 80 хв, що загалом відповідає кількості годин, відведених на окремий тематичний модуль. Також містить зразок тесту для підсумкового контролю.

У посібнику подано завдання, націлені на розвиток та закріплення навичок усного та писемного мовлення, читання та аудіювання.

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Unit 1

Introduction. Religious Diversity

1. Watch a short clip to get a glimpse of the diversity of religious forms and rituals in the world. The video demonstrates the following events (Video 1).

- ✓ *The Joyful Rhythms of a Kashmiri Wedding.*
- ✓ *Tibetan Buddhist Monks powerful Throat singing, live in Pokhara, Nepal.*
- ✓ *Pope Francis celebrates mass in Manila Cathedral.*
- ✓ *A Taoist Ritual performed in Ghost Month. ShenYiGong Temple, Taipei, Taiwan.*
- ✓ *Islam in India: Part II.*
- ✓ *Prayer in Sarajevo Synagogue.*
- ✓ *St. Michael Winnipeg Eritrean Orthodox Church.*
- ✓ *What happens at an atheist church?*

1.1. Discuss in the group:

1. *What is the common point in all these videos? Why do you think this is of importance?*
2. *What does religious diversity mean to you?*
3. *How would you define “religion”?*

2. Watch a video in which people answer a question about defining religion, and then summarize and state whether your understanding aligns with those of the people in the video (Video 2).

3. Read the text about what religion is. Complete the gaps with the words from the table. Then complete the task in the comprehension section:

<i>symbols</i>	<i>complex</i>	<i>cultures</i>	<i>football</i>	<i>conflict</i>
<i>shirts</i>	<i>worshipping</i>	<i>ladder</i>	<i>fits</i>	<i>long-lasting</i>
<i>animism</i>	<i>supernatural</i>	<i>provoked</i>	<i>behaviors</i>	<i>organism</i>
<i>the Quran</i>			<i>common-sense</i>	

What is religion?

One of the briefest and most influential definitions of religion still is that of the 19th century anthropologist EB Tylor. “Religion is the belief in 1) _____ beings.” This comes very close to 2) _____ ideas of

religion in most Western societies. People think that religion is something special, something that goes beyond the mundane, beyond science, to posit something outside the visible world that somehow gives meaning to it. If we would only have this mundane world, only have science, we still don't know what it really means. And that's why people turn to religion.

Like other scholars in the 19th century, Tylor assumed that all 3) _____ across the world had some kind of belief in supernatural beings, and therefore some kind of religion. At the time, the framework of evolutionism was very influential within the social sciences – the idea that you could rank societies along a 4) _____ of development, with Western civilisation at the top. In some of these models, monotheism was thought to be the highest form of religion. In others, science was thought to replace religion eventually. In the most primitive societies, a more primitive form of religion was thought to prevail, such as 5) _____, the belief that every thing, every rock and stream, is imbued with spirit. This evolutionism has later been discredited.

All of these types of societies, after all, exist side by side, then and now. Each of them has a long history and may be extremely 6) _____ in very different ways. However, in Tylor's definition and conceptualisation, we can see two characteristics that are still often attributed to religion. One, it involves the supernatural. And two, it explains the world to us and therefore may come into 7) _____ with or be discredited by science. Although evolutionism was discredited, it also lies at the basis of another very influential way of defining religion pioneered by the French scholar Durkheim, one of the founders of sociology, in this book, *The Elementary Forms of the Religious Life*. In his view, religion is society 8) _____ itself.

The full definition is a bit more complex, but central to it is the notion of the sacred rather than the supernatural. According to him, what is necessarily at the basis of a society is the belief in sacred things, things set apart by society as special, symbolising that which is valued most by a group and must not be questioned. These sacred 9) _____ are surrounded by taboos. For example, even the suggestion that the rights of the individual do not matter sends many Western liberals into 10) _____ of indignation.

Following Durkheim, if any thing can be sacred, and therefore can take on a religious character, this means that religion should not be defined by substance, by what people believe in, but by what it does, by function. This has led to the suggestion that 11) _____ can be thought of as a religion. It brings together a whole nation. It creates effervescence. And the behaviour of fans certainly suggests that they think the football field, the 12) _____ of

certain players, or other objects associated with football have a sacred character. This may seem ridiculous, yet it can be useful to look at a great many phenomena in this way. What is held sacred in a society? What are symbols of national unity?

What kind of emotions are 13) _____ by the destruction of certain symbols? The sociologist Bellah, especially, has developed this type of analysis, calling these symbols a form of “civil religion.” However, this functional way of defining religion runs the obvious risk of including everything into its definition and thus becoming unhelpful in distinguishing religion from other phenomena. Therefore, the search for a satisfying, substantive definition of religion that could help in cross-cultural comparison did not end. One of the most influential definitions is that of the anthropologist Clifford Geertz.

He said, “Religion is defined as a system of symbols which acts to establish powerful, pervasive, and 14) _____ moods and motivations in men by formulating conceptions of a general order of existence and clothing these conceptions with such an aura of factuality that the moods and motivations seem uniquely realistic.” This definition of religion and culture should be understood as part of the interpretive tradition in sociology and anthropology, as pioneered by another founding father in social sciences and the study of religion, Max Weber. This interpretive tradition departs from the understanding that people’s 15) _____ are formed by systems of meaning, leading to a certain understanding of the world.

The job of the social scientist is to interpret and describe these systems from what people say and what people do. This means religion can be thought of as a system of meaning or symbols that is not necessarily linked to a sacred text, such as the Bible or 16) _____. In this sense, the definition of Geertz avoids the ethnocentrism and evolutionism of other approaches that distinguish between “fully developed” religion, including a sacred book and a particular infrastructure, such as a church or a mosque, and “primitive” forms of religion. Text-based notions of religion are primarily based on Christianity, and consequently any other type of religion would seem to fall short of it.

However Geertz’s definition has also been criticised as ethnocentric, too strongly based on a Christian view of religion. What can we conclude from this admittedly very brief overview of the problems of defining religion? One, substantive definitions run into the problem that they cannot be universal. Two, functional definitions run into the problem that they are too inclusive and linked to particular functionalist views of society as an 17) _____. Three, we cannot deny that religion as a category is out there in the world. People use it, even if they do not always mean the same thing with it.

3.1. Comprehension check. Choose the correct option:

A. What is Durkheim's understanding of the term sacred?

- 1. The valuation of certain rituals, places and ideas that enable human beings to connect with a higher entity.*
- 2. The valuation of certain things by society, in which Durkheim assumes that religion has a functional character.*
- 3. The valuation of certain things by society, in which Durkheim assumes that religion has a substantive character.*

B. Why can substantive definitions of religion form a problem when trying to define religion?

- 1. Substantive definitions are based on secularisation theory.*
- 2. Substantive definitions are usually too inclusive.*
- 3. Substantive definitions cannot be universal.*

C. What does the interpretative tradition in sociology and anthropology embody?

- 1. The interpretation of sacred texts in order to explain behaviour of religious groups.*
- 2. The understanding that anthropologists and sociologists should give value to the behaviour of their research subjects.*
- 3. The understanding that people's behaviours are informed by certain systems of meaning that lead to a certain understanding of the world.*

D. Which two characteristics are still often attributed to religion by scholars nowadays?

- 1. Monotheism is the highest form of religion, and other religions are primitive.*
- 2. Religion is equivalent to the justification of violence, and always includes the belief in a cosmic war.*
- 3. Religion is the belief in the supernatural, and religion provides an explanation for the world around us.*

4. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

<i>supernatural</i>	<i>Islam</i>
<i>to posit</i>	<i>Hinduism</i>
<i>mundane</i>	<i>Judaism</i>
<i>ladder of development</i>	<i>Sikhism</i>

<p> <i>monotheism</i> <i>animism</i> <i>imbued</i> <i>with spirit</i> <i>worshipping</i> <i>sacred</i> <i>supernatural</i> <i>to posit</i> <i>mundane</i> <i>ladder of development</i> <i>monotheism</i> <i>animism</i> <i>imbued</i> <i>with spirit</i> <i>worshipping</i> <i>sacred</i> <i>the Bible</i> <i>the Quran</i> <i>ethnocentrism</i> <i>evolutionism</i> <i>a sacred book</i> <i>a church</i> <i>a mosque</i> <i>Buddhism</i> <i>Christianity</i> </p>	<p> <i>adhered to</i> <i>to preach</i> <i>endowed</i> <i>expansion</i> <i>to persecute</i> <i>provoke conflicts</i> <i>trinity</i> <i>disciples</i> <i>divine authority</i> <i>schisms</i> <i>incompatible with</i> <i>persecutions</i> <i>healed</i> <i>to scandalize</i> <i>dismissed</i> <i>to put to death</i> <i>Judea</i> <i>gospel</i> <i>baptize</i> <i>resurrection</i> <i>feuds</i> <i>directive love</i> <i>aristocratic condescension</i> <i>light-hearted peacefulness</i> <i>bread and wine; the blessed</i> <i>ordinance</i> </p>
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Unit 2

Religions of the world. Christianity

1. Listen to an introductory audio and identify which major religions were mentioned in it? What is the opinion of the speaker? Say if you share this opinion (Audio 1).

2. Watch the video about Christianity. While watching identify the English equivalents of the Ukrainian words below in the table (Video 3).

Ukrainian	English
<i>дотримуватися сповідувати</i>	
<i>наділений</i>	
<i>поширення</i>	
<i>переслідувати</i>	
<i>викликати, провокувати конфлікти</i>	
<i>трійця</i>	
<i>послідовник, учень</i>	
<i>божественна сила</i>	
<i>розкол</i>	
<i>несумісний з ...</i>	
<i>переслідування</i>	
<i>лікувати, зцілювати</i>	
<i>наговорювати</i>	
<i>розцінити</i>	
<i>страчувати, катувати, карати</i>	

2.1. Watch Video 3 again. Then answer the questions:

- 1. Who was Jesus Christ?*
- 2. What are the details of his death?*
- 3. Did all the disciples believe in the reality of the resurrection?*
- 4. What was the first state to become Christian?*
- 5. How did Christianity spread all over the world?*
- 6. How did it turn out so that there appeared a lot of confessions and groups of Christianity?*
- 7. What are the threats of religion as such?*

3. Watch Video 4. Identify three main attitudes which, according to the speaker, can be observed among Christians that are not helpful for mutual understanding.

3.1. Explain how the three wrong attitudes mentioned in Video 4 are interpreted by the speaker. The three wrong attitudes are:

- *directive love;*
- *aristocratic condescension;*
- *and light-hearted peacefulness.*

3.2. Follow the link below to complete the test to check your understanding:

<https://onlinetestpad.com/oyknbi4aipzp2>

4. Discuss the issues below in the group:

1. *What do you think is the relationship between religious ceremonies and religious beliefs? Choose examples from any two of the five religions in the lesson.*

2. *Do you notice any similarities between all five religions? Give two examples.*

3. *Religion is an important part of human life. Describe how someone following one of the five paths in the lesson might incorporate his/her faith into their daily life.*

5. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

<i>adhered to</i>	<i>condescension</i>
<i>to preach</i>	<i>cross</i>
<i>be endowed</i>	<i>faith</i>
<i>expansion</i>	<i>anger</i>
<i>to persecute</i>	<i>mercy</i>
<i>to provoke conflicts</i>	<i>forgiveness</i>
<i>disciples</i>	<i>Holy spirit</i>
<i>trinity</i>	<i>mindful</i>
<i>divine authority</i>	<i>faithful</i>
<i>schisms</i>	<i>resurrection</i>
<i>be incompatible with</i>	<i>devil</i>
<i>to heal</i>	<i>lord</i>
<i>to scandalize</i>	<i>hell</i>
<i>be dismissed</i>	<i>gospel truth</i>
<i>to put to death</i>	<i>eternity</i>
<i>internal feuds</i>	<i>Holy Ghost</i>

Unit 3

Religions of the world. Islam

1. Watch the video about the second influential and widespread religion in the world – Islam, and answer the questions below (Video 5):

- 1. What are the main principles of Islam as a religion and civilization?*
- 2. What is the significance of the doctrine of unity of God in Islam?*
- 3. How is Islam classified in terms of religious beliefs?*
- 4. What is the name of God in Islam and what does it mean?*
- 5. What is the role of the Quran in Islamic belief and practice?*
- 6. When did the Islamic civilization begin and end, and who was responsible for revealing the Quran?*

1.1. What the video again and complete the gaps in the text below:

The main principles of Islam as a religion and as a civilization are to believe in one God. The essence of Islamic doctrine is this _____ of unity of god and as a consequence Islam. Islam is part of the religions called _____ religions, religions who believe in one God which according to our masters is the same God for all believers but of course doctrines are different and in Islam the name of God is _____ which exactly means “the God” from the Arabic Quranic language.

Muslims believe essentially and as a practice in one God whose name is Allah. According to his _____ for the Muslim civilization and members of the Muslim community he has sent a message of _____ in the form of the Koran which is the _____, the holy book of Muslims which contains _____, words, _____ in the form of spiritual and juridical and theological teachings. So, it’s a book that Muslims believe has been revealed by God _____, Allah, and that contains the message of truth for humanity and for specifically Muslim believers in since 14th centuries, because this is the time of Islamic civilization. It started in 570 after Jesus Christ with the birth of _____ Muhammad who was elected as a prophet, as a messenger to reveal the Koran, the holy Koran, as a book of _____ of truth, as a message of knowledge peace and justice for Muslim believers. And it went on up to 632 after Christ when prophet Muhammad, peace be on him, finally ended his mission on earth and in somehow left the _____ of his teachings to his followers, to his companions and to those who would take the task to develop and show the example of _____ according to the religious doctrine of Islam up to these contemporary times so it’s a 14th century history and it’s based on

the unity of God whose name is Allah and on the revelation of his message of truth that is in somehow concentrated and developed in the holy book of the Koran.

2. Discussion. What are the main pillars of Islam? Predict if the following statements are true or false:

- The prophecy in Islam mentions the same prophets as in the Bible (T/F).
- The Koran teaches to say seven prayers every day (T/F).
- The name Muhammad originally means ‘the praiseworthy’ (T/F).
- Ramadan includes fasting and obligatory pilgrimage at least once in one’s life (T/F).

2.1. Watch Video 6 to find out if you were right. Change the statements to make them all true.

3. Look at the key words for Islamic religion and match them to proper definitions in the table below. Some of the words are also relevant for Christianity:

1) Allah	a) clothing, food, or money that is given to poor people
2) Mecca	b) the leader of congregational prayer, or a religious leader
3) the Koran	c) a person Muslims believe was chosen by God to teach two core messages
4) to purify	d) a person who believes in or practices the Islam religion
5) almsgiving	e) the Arabic word for “god”
6) fasting, sawn	f) the act of making something known
7) revelation	g) a building for Islamic religious activities and worship
8) Islam	h) abstinence from food or drink or both for religious or ethical purposes
9) muslim	i) making a gift of alms, which are physical gifts (money, food, or goods) intended to help those who are poor
10) prophet	j) the head covering that some Muslim women wear when they are outside
11) Imam	k) the central religious text of Islam believed to be the word of Allah revealed to Muhammad.
12) alms	l) the holy city of Islam in Saudi Arabia
13) prophecy	m) a monotheistic religion based on the teachings of Muhammad as detailed in the Koran.
14) Mosque	n) to make smb “clean” (get rid of)
15) hijab	o) a statement that says what is going to happen in the future

4. There exist a lot of stereotypes about Muslims and Islamic religion in the media and just among people. Discuss in the group if you are acquainted with any. Say what stereotypes you know.

4.1. Follow the link below and study the main stereotypes about Muslims. Then compare the information with what you knew about the stereotypes:

<https://eportfolios.macaulay.cuny.edu/nkashem1english2150h/arab-and-muslim-stereotypes/>

4.2. Discuss the article answering the following questions:

1. *What is the main idea of the article?*
2. *What stereotypes are mentioned in the article?*
3. *Who is the author of the article and how is his/her personal experience reflected in the article?*
4. *Reproduce the examples the author provides in the article.*

5. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

Allah	<i>harem</i> ['he(ə)rəm, hɔ: 'ri:m]
Mecca	<i>holiness</i>
the Koran	<i>heritage</i>
To purify	<i>bigamous marriage</i>
almsgiving	<i>bigamy</i>
Fasting, saun	<i>pilgrimage</i>
Prophecy	<i>found herself at a disadvantage</i>
revelation	<i>prejudgment</i>
Islam	<i>practices Islam</i>
Muslim	<i>lump together</i>
A prophet	<i>to program smb into thinking</i>
Imam	<i>uncivilized</i>
alms	<i>unpredictable</i>
mosque	<i>harem</i> ['he(ə)rəm, hɔ: 'ri:m]
hijab	<i>to lump together</i>
to find herself at a disadvantage	<i>to program smb into thinking</i>
prejudgment	<i>unpredictable</i>
practices Islam	
uncivilized	

Unit 4

Religions of the world. Buddhism

1. Speaking. Consider the following statements to see what you know about Buddhism. Predict if the statements are true or false:

- 1. Buddhist is the name for one who lives in India and wears specific raiment (T/F).*
- 2. Buddhism is a teaching of how people can be saved from suffering (T/F).*
- 3. Buddha's teaching says people can be liberated from suffering when they abandon obsessive habits (T/F).*
- 4. Buddhism denies the existing of "ego"/ "I" (T/F).*
- 5. Buddhism says that everything is empty (T/F).*

1.1. Watch Video 7 to check if you were right with predictions. Change the statements to make them all correct. Add some explanations. See the transcript if necessary:

*With Christianity and Islam, Buddhism is one of the largest religions in the world. It is said that there are over 500 million Buddhists in the world. Needless to say, Buddhist is the name for one who follows the teaching of Gautama Buddha from the 5th century Before the Common Era. What is, then, the teaching of Buddha? It isn't easy to tell the teaching of Buddha with few words, but to put the long story short, it is a teaching of how we human beings could be liberated from suffering. In Buddhism, suffering is *conditio humana*, that is, the fundamental condition for all human beings. In our life, we are surrounded by various sufferings.*

Birth, aging, illness, and death are sufferings from which nobody can escape. We experience that we cannot meet the one we love, and instead we must be together with someone or something we don't want to be with. That is also suffering. Not getting what we want to get is also the cause for the suffering. In this sense, suffering can be compared with Original Sin in Christianity. Christian faith confesses that every human being is a sinner. It is an Original Sin in the sense that nobody can be freed from the sin. What is then the way for the liberation from those sufferings? According to Buddha's teaching, we could be liberated from suffering when we abandon attachment. Attachment on what?

Attachment on something that gives us suffering. For example, we suffer when our desire is not fulfilled. Buddha said, if we abandon that desire, we would be liberated from the suffering. But let's suppose that we could abandon everything that brings us the attachment. What is then the last attachment we

have to abandon? It is the attachment on me, myself, on my ego that tries to abandon the attachment. However, is it possible for us to abandon ourselves? Buddhism says that liberation from the attachment on me, on myself, is possible by opening your eyes to the fact that there is no such a thing like I, myself, ego, But what does it mean that there is no such a thing like I?

*At this point we must refer to another fundamental teaching of the Buddhism. Buddhism says that everything exists in mutual relation. In Sanskrit, it is called *pratīyasamutpāda*, and is usually translated as dependent origination. Buddhism says this; A exists in relation with B, and B exists in relation with A. Or, A alone cannot exist without B, and B alone cannot exist without A. Therefore, A itself does not have its own self-essence (*svabhāva*), and the same can be said on B. In Buddhism, this manner of existence is called “emptiness” (*śūnyatā*). Buddhism says that everything is empty in the sense that everything lacks a self-essence. Therefore, there is no such a thing like I, myself, my ego, too.*

When we open our eyes to the fact that from the beginning there is nothing to be attached, then we could be liberated from the attachment, and we could get peace of mind. I think this is a Buddhist way of liberation and enlightenment.

2. Vocabulary work. Guess the NOUN by its meaning / definition:

- a set of techniques that are intended to encourage a heightened state of awareness and focused attention;
- a discourse intended to express its author's reflections or to guide others in contemplation;
- the act of giving your attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed.

3. Find all the synonyms of the word “MEDITATION” in the puzzle below. Specify the meaning of the each word. Complete the gaps below with the words found:

C T B X A C R X G F N D C D W
 R G M V B E V N J O D O A L T
 E E Y W V B I N I Z N G O X A
 G O F E K R F T P T H Y O P H
 R N R L E Z A A E J D Y K P H
 R I I D E N Z M N W J T K U P
 E O N K I C P T H G U O H T R
 A O D M N L T L K N W G M F A
 P U U Q A I Z I N T D W B X Y
 N R I T E G H E O H M H T C E
 L R I T B N Q T Q N W W V H R
 M O B N O I T A R E B I L E D
 N M C O N S I D E R A T I O N
 X F N X U U X B R O O D I N G
 W C C S X M X B A I N A V X R

- 1) c _____;
- 2) t _____;
- 3) t _____;
- 4) m _____;
- 5) p _____;
- 6) c _____;
- 7) r _____;
- 8) p _____;
- 9) d _____;
- 10) r _____;
- 11) c _____;
- 12) b _____;
- 13) r _____;
- 14) c _____;
- 15) s _____;
- 16) c _____.

4. There are different types of meditation. Follow the link to watch the video about one the examples meditation – *Mandala* (/ˈmɛndalə/). While watching make a list of not less than 5 questions to the subject matter of the video. Put the questions to the students in the group:

<https://www.youtube.com/watch?v=WBrYU1OYKoU>

5. Follow the links below to study the table that provides the differences between Christianity and Buddhism:

https://www.diffen.com/difference/Buddhism_vs_Christianity

<https://www.youtube.com/watch?v=Km4XpobOKG8>

5.1. Answer the questions below:

1. *What are the key similarities and differences in the fundamental beliefs of Christianity and Buddhism?*
2. *How do the concepts of God and ultimate reality differ between Christianity and Buddhism?*
3. *In what ways do Christianity and Buddhism approach the topic of suffering and its meaning?*
4. *How does the role of prayer or meditation differ in Christianity and Buddhism?*
5. *What are the contrasting views on the afterlife in Christianity and Buddhism?*
6. *How do the moral teachings and ethical principles of Christianity and Buddhism align or differ?*
7. *What are the distinct approaches to salvation or liberation in Christianity and Buddhism?*
8. *How do the rituals and religious practices in Christianity and Buddhism vary?*
9. *What is the role of scripture in Christianity and Buddhism, and how do they differ in their importance and usage?*
10. *What are the perspectives of Christianity and Buddhism on the concept of self and its existence?*

6. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

<i>rebirth</i>	<i>attain nirvana</i>
<i>contemplation</i>	<i>sentient</i>
<i>deliberation</i>	<i>shrine</i>
<i>musing</i>	<i>to reach enlightenment</i>
<i>pondering</i>	<i>nun</i>
<i>ruminati</i>	<i>celibate</i>
<i>self-essence</i>	<i>precept</i>
<i>ego</i>	<i>celibacy</i>
<i>sinner</i>	

Unit 5

Religions of the world. Hinduism

1. Check what you know about Hinduism. Predict if the following statements are true or false:

1. *The religion of Hinduism is old as Christianity (T/F).*
2. *The religion was named after the founder (T/F).*
3. *The name of the religion literally means “ancient religion” (T/F).*
4. *One of the fundamentals of Hinduism is the concept of cyclic time (T/F).*
5. *Another principle of this religion is reflected in the notion “cosmic order of reality” (T/F).*

1.1. Watch Video 8 to check if you were right or wrong. Change the statements so that they are all correct.

2. Read the following article to find out about the main principles of Buddhism. While reading complete the gaps with the missing parts from the table after the article:

Since the laws of *dharma* regulate the common good in a harmonious society, the supreme law which includes and supports all ethics is *ahiṃsā*. “*Ahiṃsā paramo dharmah*”, “Non-violence is the supreme dharma”. *Sanātana dharma* is the eternal law, it is for all human beings in any time or place. This concept excludes 1) _____ . *Sanātana dharma* has been perceived by the seers, ṛṣi, who were able to extract from the vast ocean of the divine Knowledge, an essence, a small part but was enough to promote the welfare and the happiness, the salvation for the human beings: which are the Veda. Veda means 2) _____. The Vedas teach that God is one. We have seen only two fundamentals of Hindu dharma, there are 3) _____ such as the concept of Karman, action and the efforts of the action and the concept of *saṃsāra*, the concept of *mokṣa*. *Mokṣa* means salvation or revelation and it is the ultimate goal for the human being. I think that believers of *Hindu dharma* 4) _____ because the Hindu devotee has religious pluralism in his DNA. This can be seen in three basic factors: the first is believing in *dharma*.

5) _____ before *dharma* includes human ethics such as non-violence, justice, truth and love. So, *dharma* exists as the spirit of religions in the heart of all beings. The devotee must understand the necessity of interrelation and interdependence, the common good for all human beings.

Dharma is protection of nature and every living being: “join your purpose together, join your hearts together. 6) _____. May you live together for long in unity and harmony (Rg Veda X.191)”. The second point – the heart of true dialogue – 7) _____. It will be enough to realize the *Vedic hymn*, truth god who is one the sages, call him by different names and finally the third point the Hindu’s attitude, has from the Vedas, to “see unity in diversity”.

2.1. Complete the gaps with the missing parts from the article:

– <i>divine knowledge in its transcendent form</i>
– <i>as it was explained</i>
– <i>is when one does not consider oneself to be the only holder of truth</i>
– <i>can promote dialogue with the believer of other religions</i>
– <i>the idea that Hinduism is an ethnic religion</i>
– <i>other common fundamental principles in old traditions</i>
– <i>may your spirit be one in dharma</i>

2.2. Match the words from the article to their definitions:

1) <i>primordial</i>	a) <i>a person who strongly admires a particular person or is extremely interested in a subject</i>
2) <i>seer</i>	b) <i>a wise person, esp. an old man</i>
3) <i>scripture</i>	c) <i>the act of making something known that was secret, or a fact that is made known</i>
4) <i>salvation</i>	d) <i>the state of being saved from evil and its effects by the death of Jesus on a cross</i>
5) <i>transcendent</i>	e) <i>connected with a god, or like a god</i>
6) <i>revelation</i>	f) <i>greater, better, more important, or going past or above all others</i>
7) <i>devotee</i>	g) <i>the holy writings of a religion</i>
8) <i>sage</i>	h) <i>existing at or since the beginning of the world or the universe</i>
9) <i>divine</i>	i) <i>a person who says he or she can see what will happen in the future</i>

2.3. Use the words from the table in your sentences.

3. Guess the words by their definitions and meanings. All the words are also used in the Ukrainian language without translation. The initial letters are given as hints:

A sacred, special incantation or prayer	m_____
The practice used to gain control over the mind and body in order to reflect on the path to enlightenment	y_____
The Hindu social system of dividing people into a rigid class structure	c_____ s_____
An impartial force or principle of cause and effect that accounts for each person's good and bad actions and determines their position of rebirth based upon each person's actions in their previous lifetime.	k_____
A sitting position in which legs are crossed over and bent in on themselves so that the heel of each foot is placed on top of the opposite thigh. This position encourages breathing and physical discipline conducive to deep meditation	l_____ p_____
Title given to Gandhi meaning "Great Soul"	m_____

4. Answer the questions:

1. *What are the core beliefs and principles that form the foundation of Hinduism?*
2. *How does Hinduism define the concept of God, and what are the various deities worshipped in Hinduism?*
3. *What is the significance of karma in Hinduism and how does it influence one's life and future?*
4. *How does Hinduism view the cycle of birth, death, and rebirth (reincarnation)?*
5. *What are the major Hindu scriptures and what role do they play in guiding the religious practices and beliefs of Hindus?*
6. *What are the main paths or yogas followed in Hinduism to attain spiritual liberation?*
7. *How does Hinduism approach the idea of dharma (duty) and its importance in leading a righteous life?*
8. *What are the different rituals and ceremonies performed in Hinduism, and how do they reflect the religious beliefs and practices?*
9. *How does Hinduism perceive the relationship between the individual self (atman) and the ultimate reality (Brahman)?*

10. What are the different sects and traditions within Hinduism, and how do they vary in their practices and beliefs?

5. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

<i>primordial</i>	<i>salvation</i>
<i>cyclic</i>	<i>transcendent</i>
<i>time</i>	<i>form</i>
<i>seers</i>	<i>revelation</i>
<i>scriptures</i>	<i>devotee</i>
<i>duty</i>	<i>sage</i>
<i>rule</i>	<i>Mantra</i>
<i>law</i>	<i>Yoga</i>
<i>morality</i>	<i>Karma</i>
<i>cust</i>	<i>Mantra</i>
<i>harmony</i>	<i>Yoga</i>
<i>justice</i>	<i>Karma</i>
<i>doctrine</i>	

Unit 6

Religions of the world. Sikhism

1. Study the statements below. Discuss them in the group. Try to predict if the statement below are true or false:

1. *There are 22 000 000 Sikhs worldwide.*
2. *They live in India.*
3. *Often people misconstrue Sikhs as Muslims.*
4. *Sikhism appeared in one of the regions of India in the 15th century.*
5. *Sikhism traditions contain mystical stories about meeting with God.*
6. *In Sikhism the Guru is the same as God in Christianity.*
7. *The Guru had 12 successors.*
8. *There main book contains poetry and hymns and doesn't contain narratives at all.*
9. *The Sikhs should treat the scripture with reverence.*
10. *One of the most important rituals among Sikhs is initiation ceremony, which almost the same as baptizing.*
11. *In Sikhism men and women are equal.*
12. *After initiation ceremony people commit to living a life according to Guru's teaching namely following ethical precepts and disciplinary protocols.*
13. *Article of faith include: uncut hair and wearing a small comb.*
14. *Sikhs are free to observe their religious practices differently.*
15. *Sikhs are experiencing discrimination all over the worlds due to their unique religious identity and it takes various forms.*

1.1. Follow the link to watch the video to check if you were right with the predictions. Change the statements so that they are all correct:

<https://www.youtube.com/watch?v=MWsClPXLApA>

1.2. Match the words from the video in column A to their definitions in column B. Then use the words from column A in your sentences:

A	B
1) <i>be credited with</i>	a) <i>to develop an attitude, a way of talking or behaving</i>
2) <i>to foster</i>	b) <i>admit (someone) into a specified Church by baptism</i>
3) <i>to cultivate</i>	c) <i>to flow out quickly, or to make something flow out quickly, in large amounts</i>

A	B
4) to shepherd	d) to say that someone is responsible for something good
5) to baptize	e) a person who believes that the group of people they belong to is better than other groups and should have power over them
6) to spew (anti-Muslim speech)	f) to encourage something to develop
7) all-pervading (spirit)	g) a feeling of admiring and respecting somebody / something very much
8) repository	h) connected with the group of people who belong to a particular church and go there regularly
9) reverence	i) a rule about how to behave or what to think
10) congregational	j) a feeling of admiring and respecting somebody / something very much
11) precept	k) affecting every part of something
12) supremacist	l) a person or book that is full of information
13) to encounter	m) guide or direct in a particular direction

2. Study the main notions from Sikhism in column A and match them to their definitions:

A	B
1) Sikhism	a) the belief that God is everywhere and in everything
2) Sikh	b) spiritual teacher
3) Guru	c) the founder of Sikhism
4) Guru Nanak	d) someone who follows Sikhism
5) gurdwara	e) the Sikh holy text
6) Guru Granth Sahib	f) the belief that God is above and beyond everything
7) sargun	g) a Sikh place of worship
8) nirgun	h) one of the world's main religions

2.1. Study the online table to check if you were right:

[file:///D:/2022/401-402/MK%204 Religion/Модуль%202/6/t-re-7043-re-knowledge-organiser-sikhism-y3 ver 10.pdf](file:///D:/2022/401-402/MK%204%20Religion/Модуль%202/6/t-re-7043-re-knowledge-organiser-sikhism-y3_ver_10.pdf)

3. Speaking. Make the statements below about what Sikhs believe in true:

1) There are many Gods (more than one);

- 2) *God is of male gender;*
- 3) *God is nirgun;*
- 4) *God created the world and created people to have sb or sth to rule them;*
- 5) *Images of God are only allowed to worship them;*
- 6) *All people are not equal.*

4. Complete the gaps below in the text with the words from the box:

<i>door</i>	<i>cross-legged</i>	<i>removed</i>	<i>public</i>	<i>hall</i>	<i>faiths</i>	<i>together</i>
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Sikhs worship both in 1) _____ and in private. Sikhs worship 2) _____ in the gurdwara. The word gurdwara means ‘3) _____ to the Guru’.

Shoes must be 4) _____ and hair covered before entering the main prayer 5) _____ to worship. Men and women sit 6) _____ on opposite sides, facing the Guru Granth Sahib.

The Sri Harmandir Sahib is also known as the Golden Temple. It is located in Amritsar, India. Its doors open from all sides to welcome people of all 7) _____.

5. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

<i>to encounter</i> <i>to set smb on the path</i> <i>all-pervading spirit</i> <i>be credited with</i> <i>to foster</i> <i>o cultivate</i> <i>repository</i> <i>reverence</i> <i>to worship</i> <i>congregational</i> <i>congregation</i>	<i>lifecycle rituals</i> <i>to shepherd</i> <i>precept</i> <i>to baptize</i> <i>restraint</i> <i>to stand up for</i> <i>to observe religious practices</i> <i>to spew anti-Muslim speech</i> <i>to fall within the racialized category</i> <i>supremacist</i>
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Unit 7

Religions of the world. Zoroastrianism

1. Study the statements below about Zoroastrianism. Try to predict if they are true or false. Then watch Video 9 to check if you were right or wrong:

- 1. This religion is a comparatively young one.*
- 2. The religion of Zoroastrianism was founded by a group of kind people and named after the legendary fictional character “Zorro”, who was a hero protecting all those in need.*
- 3. Zoroastrianism isn’t very spread comparing to other religions and doesn’t have many followers.*
- 4. The fans of this religion are mostly concentrated in Spain.*
- 5. The god in this religion isn’t Zorro, of course, but a creature of the male gender who in fact is a collection of all perfect features that a perfect person should if not possess then at least strive at.*
- 6. According to this religion their god is everywhere and there is no shape or colour that can describe the god.*
- 7. The followers of this religion believe they are partners of the God and not his slaves.*
- 8. In this religion there is God but there is no devil.*
- 9. The followers believe in three holy elements which are water, air, and fire.*

2. Watch Video 10 to get a deeper understanding of Zoroastrianism. While watching complete the gaps in the article below:

Zoroastrianism has its origins in the distant past, developing from an ancient religion that was once 1) _____. It’s thought to have taken root in Central Asia during the second millennium BCE, spreading south across the Iranian plateau as far as western Iran. There it became the foremost religion of the Achaemenid, Parthian, and Sasanian empires, engaging with the religion of the Jews and with early Christianity and Islam. In the years after the Arab conquest of Iran in 651 of the Christian era, there was an exodus of Zoroastrians from Iran to the Indian subcontinent where they settled and later became an influential minority under British colonial rule.

From there, 2) _____, especially Britain, America, and Australia, where they form diaspora communities today. According to Parsi tradition, a band of Zoroastrians set sail from Iran to escape the persecution of the Muslim majority. They landed on the coast of Gujarat, in India, where they

were allowed to stay and practise their religion. 3) _____ and varies between the 8th and 10th centuries.

These dates, among others, are based on the Qisseh-ye Sanjan, a legendary account of the journey by sea from Iran and settlement in India.

The message of Zarathushtra, or Zoroaster, by whose name the religion became known, is encapsulated in its most ancient scripture, the Gathas. The poetic power of these texts, which are at the heart of the Avesta, or Zoroastrian sacred literature, 4) _____. Central to Zoroastrianism is the deep divide between good and evil, the idea that the world was created by god, Ahura Mazdā, in order that the two forces could engage with one another, 5) _____, the final defeat of evil for all time, and the return of the world to its once perfect state.

Now two themes that will recur throughout the course are first the fact that Zoroastrianism went from being the dominant religion of three empires, spanning over 1,000 years, to being a minority faith both in its homeland of Iran and wherever its followers migrated to subsequently. Second, Zoroastrians 6) _____ and, in the diaspora, an ethnic minority. In India, this was shaped in large part by British colonial rule. In Iran, it has been subject to 1,000 years of Islamic rule.

2.1. Answer the comprehension questions:

1. *Who was Zarathustra?*
2. *Is Zoroastrianism monotheistic or a dualistic?*
3. *What were the beliefs of ancient Zoroastrians?*

3. Study the Zoroastrianism Glossary Terms below and provide the equivalent phenomena in Christianity if any:

Ahura Mazda

Ahura Mazda in the Avestan language is the “Lord of Life and Wisdom,” the one supreme and infinite God, as taught by the Prophet Zarathushtra. Ahura Mazda’s divine attributes, which humans are taught to emulate, include: the good mind; the divine law of righteousness, justice, and truth; divine majesty and power; divine love and benevolent devotion; perfection and immortality.

Angel

Angels are a class of supernatural or spiritual beings, imaginatively understood to perform various functions on God’s behalf. Angels are especially described as divine messengers. Angels are common to Zoroastrianism, Judaism, Christianity and Islam.

Avesta

The Avesta comprises the oldest extant sacred texts of Zoroastrianism. The scripture collection includes the Yasna; the Vispered, which covers festival observances; the Yashts, hymns of praise; the Vendidad, a book of ancient purity laws; and the Khordeh Avesta, or the “smaller Avesta” which contains the daily prayers. Within the Yasna are the Gathas, the oldest and most sacred teachings of the Avesta. The Gathas are the hymns of the Prophet Zarathushtra, which were orally transmitted by the Prophet’s followers for centuries.

Dar-e-Mehr

A Zoroastrian house of worship is often known as a “fire temple” because Zoroastrians pray in the presence of fire. Fire temples in India and Iran are named according to the grade of fire; the highest grade temple is known as an Atash Bahram. In the United States, the term Dar-e-Mehr or Darbe Mehr is often used, meaning the door or portal to all that is good: love, charity, kindness, and devotion.

Fasli calendar

The Fasli calendar is one of the three religious calendars observed by Zoroastrians; it is most often followed by Irani Zoroastrians. The other two calendars, the Shenshai and the Kadmi, are often followed by Parsis. At present, there is much debate amongst Zoroastrians as to whether the community should adopt a unified calendar so that ritual observances would occur on the same days.

Federation of Zoroastrian Associations of North America

FEZANA, the Federation of Zoroastrian Associations of North America, was founded in 1986 to serve as an umbrella organization for Zoroastrian associations in the U.S. and Canada. This organization publishes the quarterly FEZANA Journal and sponsors numerous congresses, committees, and special events.

fire altar

Fire altars have played a central role in both Hindu and Zoroastrian religious rituals. In the Hindu tradition, fire altars were central to ancient Vedic religious life as the place where many *yajnas* or rituals were performed. The kindling of sacred fire at a fire altar continues to be central for many Hindu domestic rites, including marriage, and for public rites such as the consecration of a temple. In the ancient Zoroastrian tradition, the central rites called *yasna* were and are still performed in the presence of the purifying fire. In a fire

temple the Afargan or fire vase rests upon the altar and contains the eternal fire in the presence of which Zoroastrians pray.

Gahambar

Gahambars are the six periodic festivals marking the seasonal divisions of the year for Zoroastrians.

Jashan

A Jashan is a Zoroastrian religious observance marking an important occasion or event, whether joyful or melancholy. This observance is often referred to as “Jashan” by Parsis and as “Jashn” by Irani Zoroastrians.

Mazdayasni

Mazdayasni literally means a worshipper of Ahura Mazda. This term is used interchangeably with “Zoroastrian,” the more recognized form, or “Zarthushti.” Increasingly, Zarthushti is the form used by the community itself.

mobed

A mobed is a man with knowledge; in common usage, this term refers to a Zoroastrian priest of any category or rank. Zoroastrians recognize an hereditary priesthood; one must be born into a mobed family in order to become a priest.

Navjote

The Zoroastrian initiation ceremony is referred to as a Navjote by Parsis and as Sudreh-Pushi by Iranian Zoroastrians. This ceremony, an investiture of the sacred shirt and sacred cord, represents a choice to enter into the Zoroastrian faith and to live as a Zoroastrian.

Navroz

Navroz is the Zoroastrian New Year. Contemporary Zoroastrians observe three distinct religious calendars: Fasli, Shenshai, and Kadmi. Accordingly, three New Year celebrations are also observed. “Jamshedi Navroz” takes its name from King Jamshed, and occurs at the time of the Spring Equinox.

Parsi

Parsis are Zoroastrians originally from the Iranian region of Pars who came to India, having fled religious persecution in Iran. Owing to centuries of separation, present-day Parsis and Iranian Zoroastrians often speak different

languages, and may follow distinct religious calendars and observe different ritual practices.

Pateti

Pateti is a Parsi Zoroastrian new year's observance in which one assesses one's actions of the previous year and repents for any bad thoughts, words, or deeds.

Sudreh-Pushi

The Zoroastrian initiation ceremony is referred to as a Navjote by Parsis and as Sudreh-Pushi by Iranian Zoroastrians. This ceremony, an investiture of the sacred shirt and sacred cord, represents a choice to enter into the Zoroastrian faith and to live as a Zoroastrian.

Zarathushtra

Known to the Greeks as "Zoroaster," the Prophet Zarathushtra lived and taught in ancient Persia in the second millennium BCE, some scholars say as early as 1,750 BCE. His divinely revealed teachings emphasized ethical monotheism, with one supreme God, Ahura Mazda.

Zoroastrianism

Originating with the teachings of the Prophet Zarathushtra in the second millennium BCE, the ancient faith of Zoroastrianism is referred to as "the Good Religion" in the sacred texts. Zoroastrians are encouraged to live out their faith through the practice of "Good Thoughts, Good Words, Good Deeds." Today, many Zoroastrians refer to themselves as "Zarthushtis."

(From: <https://pluralism.org/zoroastrianism-glossary-terms>)

4. Vocabulary work. Study the active vocabulary list, provide Ukrainian equivalents:

<i>the Iranian plateau</i>	<i>colonial rule</i>
<i>distant past</i>	<i>a band of</i>
<i>foremost religion</i>	<i>to set sail</i>
<i>the Arab conquest</i>	<i>persecution</i>
<i>an exodus</i>	<i>be encapsulated</i>
<i>the Indian subcontinent</i>	<i>the final defeat</i>
<i>an influential minority</i>	<i>to span over</i>
	<i>a minority faith</i>

Unit 8

Religion and conflict

1. Discussion. Think about how such notions as religion and conflict relate to each other. For as the history of some conflicts proves many conflicts in the world today are framed in terms of religion. Share your opinion on this issue in the group. Say if you agree or disagree with the statement that such notions conflict and violence are inherent to religion? Explain your opinion?

2. Watch Video 11 in which people answer the same questions. Say what points of view they express. Say whose opinion(s) you share.

3. Watch Video 12 to consider a scholarly understanding of the issue about relation between religion and conflict. While watching complete the gaps in the following key statements:

1. After 9/11, you will you'll hardly find anyone who claims that religion is inessential _____ religious affiliations.

2. According to the arguments that see potential danger of religion, religion is inclined _____.

3. It is particularly the transcendent nature of religious _____.

4. It is particularly the transcendent nature of religious truth _____.

5. Religious symbols, rituals, and discourses have the power _____.

6. First of all, religion calls _____. Therefore, believers can easily be persuaded __ to _____.

7. Also the conviction that eternal life will conquer death may convince _____.

4. Speaking and writing. Does religion cause war, or make peace? Study how different religions treat war and conflict:

1) Study a passage from Sikhs teaching. Then try to interpret it:

“Birth and death, attachment and suffering, are erased in the Saadh Sangat, the Company of the Holy. Those who indulge in attachment, conflict and egotism shall surely weep and cry. Those who are separated from the Naam (i.e. God) shall never find any peace. Crying out, ‘Mine! Mine!’ he is bound in bondage. Entangled in Maya (illusion / preoccupation), he is reincarnated in heaven and

hell. Searching, searching, searching, I have come to understand the essence of reality. Without the Naam, there is no peace at all, and the mortal will surely fail.”

2) Study some teachings from Muslim sacred writings and stories of the Prophet. Try to interpret it in the group:

“O mankind. We created you from a single pair of a male and a female and made you into nations and tribes, that you might know each other (not that you might despise each other). Verily, the most honoured among you in the sight of God is he who is the most righteous.”

Qur’an

‘For the white to lord it over the black, the Arab over the non-Arab, the rich over the poor, the strong over the weak or men over women is out of place and wrong.’

Hadith of Ibn Majah

‘He is not a believer who takes his fill while his neighbour starves.’

Hadith

‘O Allah, I seek Your guidance through Your knowledge and ability, through Your power, and beg of Your infinite bounty for You have power, and I have none. You know and I know not. And You are the knower of hidden things.’

Sunnah of the Prophet

‘Those who act kindly in the world will have kindness.’

Qur’an 39.10

‘Treat people in such a way and live amongst them in such a manner that if you die they will weep for you; alive they will crave your company.’

Nahjul Balagha Saying 9

‘...spend out of love for Allah, for your family, for orphans, for the refugee, for those who have need.’

Surah 2:17

‘Humankind, especially the marginalised and oppressed, need each other to confront the many dangers and challenges of liberation. Let us hope that because of (and not despite) our different creeds and worldviews we are going to walk this road side by side.’

4.1. Write a passage of at least 100 words about how you understood the attitude of the mentioned religions to the issue of war / conflict. Then read your thought to the group.

5. Look at the pictures. Say if you recognize the tragic events. Say how these pictures relate to the topic of the lesson.



6. Follow the link below to complete the summarizing test of the lesson:

<https://onlinetestpad.com/hpf4kfl2a7epg>

Unit 9

Religion based idioms

1. Match the idioms below in column A to their meanings in column B in tables 1 and 2:

Table 1

A	B
1. Salt of the Earth	1) if someone say that someone can do something until hell freezes over, they mean that one will never in their life get the results that they want
2. Scare the Hell out of Someone	2) to try to convince people of something that they already believe
3. Speak of the Devil	3) not to be able to achieve something
4. Through Hell and High Water	4) the most important person in a hierarchy or organization
5. To Hell and Gone	5) go to a bad state of affairs quickly
6. As poor as a church mouse	6) this idiom is used to mean that something will never happen
7. As ugly as sin	7) the phrase between the devil and the deep blue sea is an idiom referring to a dilemma, a choice between two undesirable situations
8. Better the devil you know	8) it is sometimes better to deal with someone or thing you know than to deal with a new person or thing who could be even worse
9. Between the devil and the deep blue sea	9) very ugly
10. Cold day in hell	10) extremely poor
11. Go to hell in a handbasket	11) "completely lost"
12. High man on the totem pole	12) to suffer from many kinds of troubles
13. Not have a snowball's chance	13) to talk about a person at the same time that the person walks into a room
14. Preach to the choir	14) to seriously frighten someone
15. Until hell freezes over	15) people who are humble, clean-living, and moral

Table 2

A	B
1. A Blessing in Disguise	1) a very special person or thing that many people do not want to be criticized.
2. A Mecca for Someone / Something	2) to behave very badly with another person
3. An act of god	3) “to forget about past conflicts and forgive people who caused us pain.”
4. Bear / Carry One’s Cross	4) “in a blissful state of mind or ideal situation.”
5. Crux of the Matter	5) is remarkably well-dressed or seems to be wearing clothes that are apt for going to church.
6. Devil-May-Care Attitude	6) to describe a person who is self-righteous and thinks that he or she is absolutely moral.
7. An Eye for an Eye, a Tooth for a Tooth	7) to be absolutely real and right.
8. Fall from Grace	8) goes from being popular to being unpopular because of his or her wrong actions.
9. Gospel Truth	9) a person must be punished by the same bad thing he or she did to another person.
10. Holier-than-Thou	10) a way of behaving and thinking that is at ease, sometimes too at ease.
11. In One’s Sunday Best	11) is the main problem in a broad issue.
12. In Seventh Heaven	12) to carry on with life despite going through much difficulty.
13. Let the Dead Bury the Dead	13) is not caused by humans and cannot be stopped by humans.
14. Raise Hell with Someone	14) is often visited by people with common interests.
15. Sacred Cow	15) Something awful that somehow leads to something wonderful.

2. Read the story. Replace the parts in italics with some of the idioms from Part 1 and Part 2:

One day, Larry found himself in a bit of a predicament. He had borrowed money from the town’s *very special person*, Mrs. Thompson, and promised to pay her back in due time. Unfortunately, Larry’s luck took a turn for the worse. He lost his job, his car broke down, and to top it all off, he *became disrespected* in the eyes of his friends and family.

With no other options in sight, Larry decided to *bear his cross* and confront Mrs. Thompson. He put on *his best clothes*, ready to face the *real state of things*. But just as he was about to knock on her door, a heavy storm hit the town.

Thunder roared, lightning struck, and it seemed like a *supreme force* was conspiring against him.

Larry sought shelter in the local church, wet as a drowned rat and feeling *very poor*. Little did he know that this unexpected turn of events would be a *turn to the better*. Inside the church, he met Pastor Johnson, a *humble, clean-living, and moral man* known for his wisdom.

Pastor Johnson listened to Larry's tale of woe and chuckled. "Larry, sometimes life takes us through *sufferings from many kinds of troubles* to show us a better path. Let's *forget about past conflicts and forgive people who caused us pain*, and start anew."

Larry took the pastor's words to heart and realized he had a chance to turn his life around. He began volunteering at the church, *trying to convince people of what they already believed and spreading absolutely real and right things*. With his newfound purpose, Larry worked tirelessly to help others in need.

Soon, the entire town noticed Larry's transformation. People saw through his past mistakes and recognized his efforts. Larry went from being the black sheep to being the *high the most important person* of redemption.

Blissville *became a place visited by plenty of people* for compassion and forgiveness, with Larry leading the way. He no longer *took everything too easy* but embraced a *self-righteous and absolutely moral* approach in the most genuine sense. His transformation was as beautiful as the sunrise after a cold day in hell.

As time passed, Larry's hard work paid off, and the town flourished. The *especial man*, Mrs. Thompson, even forgave his debt, realizing that Larry's journey had been a lesson in its own right.

From that day forward, whenever someone faced adversity, they would say, "*Better to deal with someone you know*, for through *sufferings and troubles*, you may find your true purpose." And as Larry looked around at his community, he knew that he had found his place in the world – a sense of belonging and contentment that he believed would endure no matter what challenges or obstacles he faced, even if they seemed insurmountable.

3. Use the idioms from Part 1 and part 2 in your sentences.

Unit 10

Generalizing. Project work

1. Students are divided into pairs or groups of more than two. They choose a topic from the list below, research it, and then present the results in the group for further discussion:

Topics for research:

1. Religious holidays

Religious holidays are special occasions celebrated by followers of a particular faith, marking significant events or honoring key figures in their religious tradition, providing opportunities for religious observance, reflection, and community gatherings.

2. Religion and architecture

Religion and architecture have a symbiotic relationship, as religious beliefs often influence the design and construction of sacred structures, creating spaces that inspire devotion, facilitate worship, and reflect the cultural heritage of a religious community.

3. Religious problems in Ukraine

Religious problems in Ukraine stem from its diverse religious landscape, with tensions arising from the presence of various Christian denominations and conflicts related to religious identity, property, and the autonomy of religious institutions.

4. Atheism

Atheism refers to the absence or rejection of belief in a god or gods, relying on reason, science, and empirical evidence to understand the universe without supernatural explanations.

5. Newly created churches / religions (e.g. Church of the Flying Spaghetti Monster)

Newly created churches / religions, like the Church of the Flying Spaghetti Monster, are often formed as parodies or satirical commentaries on established religions, addressing issues of religious freedom, separation of church and state, or privileging specific religious perspectives in public discourse.

6. Religion and politics

Religion and politics are intertwined, as religious beliefs and institutions can significantly influence political ideologies, policies, and governance structures, with varying degrees of separation between religious and governmental institutions.

7. Religion that causes war and hatred

Religion that causes war and hatred refers to instances where religious differences are exploited to fuel conflicts and animosity between groups, despite many religions promoting peace, tolerance, and compassion.

8. Most famous religious legends / stories

The most famous religious legends / stories include narratives like the story of Adam and Eve in Christianity, the birth and enlightenment of the Buddha in Buddhism, and the tales of Krishna in Hinduism, conveying moral lessons, explanations of origins, or teachings of revered figures.

9. Religion as salvation for millions

Religion as salvation for millions provides meaning, purpose, and solace to individuals and communities, offering a framework for understanding the world, finding hope in challenging times, and seeking spiritual fulfillment, guidance, and the prospect of salvation or eternal life.

10. Rare religions

Rare religions encompass lesser-known or relatively obscure belief systems existing alongside more widely recognized religions, often with smaller followings and specific cultural or geographical associations.

Addendum 1

Module test pattern

1. Connect the adjectives below on the left with their definitions on the right. There is one adjective extra:

1) zealous	a) not interesting or exciting
2) exalted	b) allowing a married person to marry to somebody else
3) sentient	c) existing at or from the beginning of the world
4) mundane	d) going beyond the usual limits; extremely great connected with the group of people who belong to a particular church and go there regularly
5) primordial	e) showing great energy and enthusiasm for something, especially because you feel strongly about it
6) all-pervading	f) belonging to or part of the real nature of something / somebody
7) transcendent	g) full of great joy and happiness
8) congregational	h) right or legal, given official approval to something
9) sanctified	i) able to see or feel things through the senses
10) bigamous	j) affecting every part of something
11) intrinsic	

2. Join the words on the left to make logical collocations on the right:

1) church	a) feud
2) ardent	b) deity
3) holy	c) congregation
4) long-running	d) trinity
5) deepest	e) gospel
6) lectionary	f) prophet
7) true / Hebrew	g) sinner
8) unforgiven	h) schism
9) member of	i) disciple
10) major	j) reverence
	k) feud

3. Complete the gaps in the sentences with the vocabulary units in the box:

<i>disguise</i>	<i>blind obedience</i>	<i>called on</i>	<i>elevated</i>	<i>a tool to implement</i>
<i>Via scholarly and political dialogue</i>	<i>Christians and Muslims</i>	<i>to cooperate for</i>	<i>a question of coexistence</i>	<i>spell trouble</i>

1. Unfortunately in later centuries up to the 20th century Christian religion has occasionally been misused as _____ political goals or justify inequalities among human beings.

2. This decision could _____ for all of us.

3. She couldn't _____ the fact that she felt uncomfortable.

4. They themselves stressed 'of course the professional capacities which _____ them above uneducated working miners'.

5. Religion calls for _____ to God, where believers are taught to subordinate their personal desires to religious traditions and regulations.

6. We can say that Paul VI invites us to meet with others in order to share the Truth that God has manifested, and _____ the good of humanity.

7. The gathering was a long time in the making, advanced _____ dialogue and motivated by growing alarm over the brutalization of minorities by violent extremist groups claiming Islamic legitimation.

8. The Document for Human Fraternity for World Peace and Living Together, signed by the Pope of the Catholic Church, Francesco, and by shaykh Ahmed al-Tayyeb, imam of the Al-Azhar mosque, along with the journey of the Pope to the United Arab Emirates, is an unprecedented event, at an institutional level, in the history of relations between _____.

9. And specifically because peace is not only _____, but it comes really from a discipline of the heart and an all doctrines, including Islamic doctrine, teach believers to search for the interior and internal peace in our own heart that might inspire peace in our minds and might inspire peace in our behavior and in our responsibilities.

10. They further _____ politicians, scholars, artists, and others in Muslim-majority societies to advance the protection of minority rights based on equal citizenship through legal, political, and social processes, to ensure that minority communities – indigenous for centuries in the present-day Muslim world – can continue to flourish there.

Addendum 2

List of used sources:

<https://www.futurelearn.com/courses/religion-and-conflict/4/steps/97163>

<https://www.futurelearn.com/courses/religion-and-conflict/4/steps/97166/questions/4>

<https://www.futurelearn.com/courses/religion-and-conflict/4/steps/97180>

<https://www.futurelearn.com/courses/religion-and-conflict/4/steps/97181>

<https://www.futurelearn.com/courses/religions-from-the-inside-interreligious-dialogue>