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*Серия «Языковое и межкультурное образование»*

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**ЛЮДИ И ОБЩЕСТВО**

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Учебное пособие по английскому языку предназначено для студентов старших курсов и магистрантов факультетов (институтов) иностранных языков. Материал пособия направлен на формирование навыков устной речи по проблемам эффективного общения. Изучается лексика и особенности общения в таких социальных институтах и сферах, как: суд, политические организации и партии, бизнес, образование, здравоохранение. В пособие также включены материалы, отражающие особенности общения в религиозной среде, в армии и т. д.

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## Предисловие

Предлагаемое учебное пособие представляет собой вторую часть пособия под общим названием “Let’s Communicate Effectively!” («Давайте общаться эффективно!»). Пособие предназначено для студентов старших курсов и магистрантов факультетов (институтов) иностранных языков, а также изучающих английский язык самостоятельно.

В современном информационном обществе все время возрастает роль речевой коммуникации в различных областях общественной жизни. Выбор речевых средств коммуникации обусловлен многими причинами, на вербальную коммуникацию влияют социальные, психологические, гендерные и многие другие факторы. Обучение культуре иноязычного речевого общения неизбежно предполагает рассмотрение социально-функциональных языковых вариантов в их непосредственной связи с различными коммуникативными ситуациями.

Вторая часть пособия “People and Society” («Люди и общество») предполагает изучение особенностей коммуникации, а также лексики общения в таких социальных институтах и сферах как: суд, политические организации и партии, бизнес, образование, здравоохранение. В него включены также материалы, отражающие особенности общения в сфере науки, в религиозной среде и в армии.

Включенные в пособие тексты подразделяются на тексты для дискуссии (texts for discussion), основные тексты (texts for close reading), дополнительные тексты для перевода с русского языка на английский (texts for free translation). Тексты для дискуссии поднимают актуальные проблемы в области политики, бизнеса, образования, судопроизводства и т.д. В каждом разделе особое внимание уделяется специфике языка, используемого в той или иной социальной сфере и в различных условиях общения.

Ряд текстов для аналитического чтения (close reading) подобран из уже признанных и популярных произведений английской и американской художественной литературы (романа Ф. Нибела и Ч. Бейли «Семь дней в мае», романа Р. Олдингтона «Смерть героя» и др.). Другие тексты взяты из не менее

популярных, но далеко не однозначно оцениваемых литературоведами произведений (романа Дж. Гришэма «Фирма», произведения Э. Сигала «Однокурсники», романа Колин Маккалоу «Поющие в терновнике»).

Тексты для дискуссии и перевода подбирались, в основном, из периодической печати (как зарубежной, так и отечественной), широко использовались материалы из сети Internet. Основными критериями их отбора являлась тематическая насыщенность лексикой, актуальность поднимаемых авторами вопросов и возможность дискуссии по содержанию.

Работа с основным текстом предполагает его более детальный анализ на занятиях, как с содержательной, так и с лингвистической точки зрения. Пособие не предусматривает аудиторного обсуждения всех текстов, предназначенных для дискуссии. Просмотр кинофильмов и видеофильмов, прослушивание аудиозаписей по обсуждаемым темам (на кафедре создано аудиоприложение к пособию), а также работа над некоторыми текстами осуществляются студентами в рамках самостоятельной работы. Тексты отбираются по усмотрению преподавателя. Авторы пособия также дают преподавателю возможность выбора порядка прохождения тем, в зависимости от задач обучения.

В каждом тексте выделены (курсивом) лексические единицы, которые могут быть интересны в плане их использования и закрепления в речи. Работа с основным текстом включает традиционные лексические упражнения – подбор антонимов и синонимов к определенным лексическим единицам, перифраз, перевод с русского языка на английский (предполагающий употребление соответствующих лексических единиц) и т.д.

Каждый раздел включает минимальный набор лексических единиц (*useful vocabulary*), необходимых для общения по теме. Задания носят, в основном, коммуникативный характер, главной целью является всестороннее обсуждение содержания текстов на занятиях (после их предварительного прочтения дома). Многие задания подразумевают парную или групповую работу в аудитории.

Обсуждение темы завершается итоговой дискуссией (*final discussion*), для ее успешного проведения студенты должны использовать дополнительные материалы, описать свой личный

опыт и выразить собственное мнение по рассматриваемому вопросу, поощряется использование включенной в пособие лексики.

Заключительный этап работы над темой подразумевает свободный перевод текстов с русского языка на английский, в процессе которого также должен активно использоваться пройденный вокабуляр.

В конце пособия приводится список письменных источников и Интернет-сайтов, которые могут быть полезны при работе над заявленными темами.

Авторы



# PEOPLE AND SOCIETY INSTITUTIONS

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## Unit V. POLITICAL INSTITUTIONS AND POLITICAL EVENTS

1. Read the texts paying special attention to the italicised words and phrases, be ready for the discussion.

### **The importance of politics in our daily lives**

*by James Davis*

It is essential to think about *governmental issues* since you should *comprehend* what is happening around you. Likewise, it is critical *to have a say in* what is happening around you. The political choices individuals *in the political scene make* will influence numerous lives. Numerous individuals consider *legislative issues* to be something politicians should only be concerned about and the laws being made by them something that is *out of our hands*, and that *is valid to an extent*, yet it is far more complicated than just that one viewpoint. Each law that gets introduced or decided on will affect many. Some of the time the choices will influence certain individuals badly and sometimes it will influence positively. Each vote that you make will either break individuals or make individuals based on their life situation and needs.

One reason you should think about governmental issues is that you ought to, without being dependent on somebody else and their view, realize what is happening around you and how it influences your life. For instance, if another law is made, or will be made *in your general vicinity*, you should ensure that you and the surrounding people in your life realize that another law has been made so nobody *violates the law* without knowing it. Additionally, if it's something that can badly influence you or

somebody you know or might get into trouble for *unknowingly infringing upon the law* you should do your best to either get informed and share the information or at least point the people in the right direction so they can get informed as well. It is essential to realize what is happening on around you at all times.

Another reason you should think about legislative issues is on the grounds that you ought to have a say in what will happen.

Everybody ought to have a say in what will happen, on the grounds that we as a whole live one next to each other, and it would not be reasonable that some people constantly get to decide how other people's lives are being lived. For this reason, it is important to stay informed as for *every vote counts* and it can make a difference. It's important to understand that your vote won't just influence you, it will influence numerous individuals, and their *regular day to day existence*.

Politics decides many things and with those decisions, the *consequences* are felt as *a ripple down the line* for many generations, not just the one where the law was introduced. For instance, when it was decided that every American should be able to carry a gun, that law is still in effect and it affects many people's lives. Additionally, when it was decided in certain Muslim countries that women should not be able to drive without their guardian that law was in place for many, many years. Laws do change but it takes the involvement of individuals and the knowledge of the population regarding politics and how it can affect us and people around us. The importance of politics is enormous and it will only continue to grow as politics slowly gets itself involved in all aspects of our lives especially on the international scene.

<http://www.parliamentmag.com/the-importance-of-politics-in-our-daily-lives/>

### **3 Reasons You Should Care About Politics and Government**

*by Jonathan Dolen*

As an American Government Instructor at Grantham, I'm often asked by others, "Why should I be interested in politics and government?"

As someone who has spent many years studying and writing on the subject, I recognize that, to some, it's not the most glamorous of subjects.

Combine this "boring factor" with the ongoing climate of cynicism, controversial topics and combative media attention regarding government, and you have a population which is generally disengaged.

While I understand why some might be apathetic toward this subject, I'd like to share three reasons why people should be interested in politics and government.

#### **1. Government and politics impacts nearly every aspect of our lives.**

Whether we like it or not, government plays a huge role in our daily lives, ranging from the amount of tax you pay for your morning coffee, to the types of light bulbs you're allowed to purchase.

Since we know that government impacts various choices we make, why not take the time to understand how the process works? Who makes these laws and how do they impact me?

Having this understanding can help you determine the best course of action for yourself and your family, regarding a wide range of issues. (Most of which are more important than your coffee and light bulbs).

#### **2. Having knowledge of politics helps make you an informed voter.**

It's a well known fact that many Americans don't vote. In fact, a recent PBS news article found that even though the polls

received record voter turnout during the 2016 presidential election, these totals still only amounted to 58% of eligible voters.

For those who do vote, I believe it's important to go to the polls armed with the facts. Whether you're voting for President or voting on a local ballot initiative, having the facts helps you make an informed decision on the issues.

This isn't to say that it's necessary to read every newspaper article about an issue or watch every television interview with a candidate, but doing some independent research can give you peace of mind that you've done your homework prior to casting your ballot.

### **3. Politics is entertaining.**

While it might not be as entertaining as going out with your friends on a Friday night, politics can be quite fun. A good example of this is elections. My first memory of "exciting" politics was the recount of 2000.

I was in Junior High, and I recall being fascinated by the process. Elections come with everything from the drama of campaigns prospering and collapsing, to watching various "negative" campaign ads.

Being a spectator of it can be exciting. Is my candidate ahead in the polls? What was their latest blunder? Just think, this fun only occurs during election season. However, vigorous debates with friends and family about the current hot-button political issues can occur any time! Also, who doesn't like a good political scandal.

While I don't expect everyone to rush out and become members of the American Political Science Association, consider taking time this year to look up from the busyness of life and take stock of what's going on around you!

*<https://www.grantham.edu/blog/3-reasons-you-should-care-about-politics-and-government/>*

- 2. Discussion points and questions:
  - 1) Do you pay attention to politics?
  - 2) Give examples of its influence on your life.
  - 3) Do you always participate in election campaigns?
  - 4) Would you like to become a politician?
  - 5) Do you think that there should be more women in politics?
- 3. Read the texts about the political systems of Great Britain and the USA, discuss the differences in class.

## **HOW THE BRITISH POLITICAL SYSTEM WORKS**

### **Is the Queen in charge of the UK?**

Sort of. The United Kingdom is *a parliamentary democracy under a constitutional monarchy*. This means that while a monarch – in this case, Queen Elizabeth II – is the head of state, she is not the head of government. She does not get to make most of the decisions about how the government is run; that job belongs to the Prime Minister, or PM.

The English monarchy used to have absolute power, but that was a long time ago – over 800 years in fact. 2015 was the 800th anniversary of the Magna Carta, or the Great Charter. This document spelled out the rights and responsibilities of King John of England and the ruling class in 1215.

The Magna Carta is regarded as the first statement of citizen rights in the world.

The Bill of Rights of 1689 – which is still in effect – lays down limits on the powers of the crown and sets out the rights of Parliament and rules for freedom of speech in Parliament, the requirement for regular elections to Parliament, and the right to petition the monarch without fear of retribution.

Nowadays the Queen's role is mostly ceremonial.

## Who makes the laws in the UK?

The UK's government has *three basic types of power: legislative, executive, and judiciary.*

Legislative power is the power to make new laws or remove old ones. This power is held by Parliament, which is made up of the House of Lords and the House of Commons. The Scottish Parliament, the Welsh Assembly, and the Northern Irish Assembly also have legislative powers; however, they do not have as much authority as Parliament.

Executive power – the power *to implement and enforce laws* – is controlled by the British government, which works on behalf of the Queen, as well as the devolved governments of Scotland and Wales and the Northern Ireland Executive.

Judiciary power, which is the power *to prosecute those who break the law*, is kept independent of the legislature and the executive. The highest court in the UK is the Supreme Court of the United Kingdom.

## What are the different political parties and how are their members elected?

People *vote in elections* for Members of Parliament (MPs) to represent them. The party that gets the most seats in Parliament forms the Government. There are lots of political parties in the UK, but the big ones are:

- ***The Conservative Party.*** The Conservatives are “right wing,” or conservative. They typically believe that business shouldn't be regulated and that we should all look after ourselves.
- ***The Labour Party.*** Labour are “left wing,” or liberal. People who are left wing believe that the state should support those who cannot support themselves. Ideas like the redistribution of wealth, the NHS, and job seeker's allowance are fundamentally left-wing ideas.

- ***The Liberal Democrats.*** The Lib Dems, as they're called, fall between the Conservatives and Labour. Even though they have "liberal" in their name they are really a mix of liberal and conservative.
- ***Scottish National Party.*** The SNP is left wing and Scotland is, politically-speaking, more liberal than England.

### **Who can vote in the UK?**

Members of the UK Parliament are elected in *General Elections*, which typically take place every five years. To vote in a General Election you must be:

- Registered to vote;
- 18 or over on the day of the election ('polling day');
- A British, Irish or qualifying Commonwealth citizen;
- Resident at an address in the UK (or a British citizen living abroad who has been registered to vote in the UK in the last 15 years);
- Eligible to vote – i.e. you cannot be legally excluded from voting.

### **How does the voting system in the UK work?**

The UK voting system operates on a majority vote system. The political party that wins the most votes wins the election. For a political party in the UK to form a government they need an overall majority.

If the winning party does not have an overall majority then there is a hung parliament. If this happens, one large party will join up with a smaller party to form a coalition. By doing this, they exclude the main opposition and still have power – although it is now shared between the two coalition parties.

*<https://greatbritishmag.co.uk/uk-culture/how-the-british-political-system-works/>*

## POLITICAL SYSTEM OF THE USA

The United States of America is a *federal republic* consisting of 50 states. Each state has its own government (state government). In some ways the United States is like 50 small countries. The US national flag – stars and stripes – is red, white and blue. Thirteen stripes represent the original 13 states; the 50 stars represent the current number of states in the USA.

In 1776 the thirteen colonies *declared their independence* from Great Britain. So the United States were born. George Washington was a general of the American Army. He decided that the United States also needed a flag. There is a story that General George Washington asked Betsy Ross to make the flag. She used three colors: red, white, and blue. The red color was for courage, white was for liberty, and blue was for justice. She sewed thirteen red and white stripes and thirteen white stars in a circle on a blue square. The thirteen stars and stripes stood for the number of states at the beginning of the United States. On June 14, 1777, the Congress confirmed this flag as the National Flag.

Later new states joined the United States. And in 1818 the Congress made another law about the flag. The thirteen stripes stayed the same, but for each new state there was a new star. Today there are fifty stars on the flag. Hawaii Island was the last star in 1959.

The government of the USA act according to the Constitution which was signed by the first thirteen representatives of thirteen original American states in 1787. The document was written in 1787 and since that time twenty six *Amendments* have been added. The first ten Amendments were simply rights or the Bill of Rights. According to the Constitution the USA is a republic. So, the officials of any rank are elected by US citizens. Every citizen has rights which cannot be violated.

*The Constitution proclaims* a federal system of government which keeps both the states and the federal power from getting too



much power. It means that the federal government *is given certain powers*, for example, to make peace or war, to issue money and to regulate the trade and so on.

The federal power is located in Washington, D.C. It is based on legislative, executive and juridical branches of power.

The legislative power *is vested in* Congress, which consists of two houses: the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators in Congress. Each state elects two members for the Senate.

The executive branch is headed by the President who is assisted by the Vice President. The President enforces federal laws, serves as commander-in-chief of the Armed Forces. The President can veto a bill unless Congress by a two-thirds vote shall overrule him. The Vice President, elected from the same political party as the President, *acts as chairman of the Senate*, and in the event of the death of the President, *assumes the Presidency*. The President of the USA is chosen in nationwide elections every 4 years together with the Vice-President. The President cannot be elected for more than two terms. The Cabinet is made up of Department Secretaries. The most important of them is the Secretary of State, who deals with foreign affairs.

<https://doclecture.net/1-26227.html>

## **What is the Difference between a President and a Prime Minister?**

*Written by Michael Ray*

The differences between a president and a prime minister largely depend on the countries to which one is referring. A country might have one or the other – or even both – and their powers can vary depending on the type of government that a country has and the specific laws that apply to its government. Some are heads of state, and others are merely heads of

government, which means that they lead the operations of their governments but are not as powerful as heads of state. In general, a president typically is elected by the people and is separate from the country's legislative body, and a prime minister typically is a member of the legislative body who is chosen by that legislature to be its leader.

In a parliamentary government, such as the United Kingdom, the prime minister often is appointed by the parliament. The parliamentary appointment will almost always be made by the party that has the most members of parliament. In this way, citizens who vote for parliamentary members indirectly influence the choice of prime minister, because a high number of parliamentary members from the same party will elect a prime minister from that party. The prime minister leads the parliament and therefore is the head of government but usually is not the head of state – a monarch, president or other official typically has that role.

Many times, the prime minister is the leader of the legislature but also must answer to the legislature and could even be ousted by it. He or she often must appear before the legislature on a regular basis, such as once a week, and answer questions regarding his or her decisions. If the legislature doesn't like the answers, the members could decide to elect a new prime minister. Some countries also require an election for the prime minister at certain intervals, such as every five years, as in the U.K.

A president usually does not have to answer to the country's legislative body *except in certain circumstances*, such as when he or she is accused of an illegal act, such as abusing his or her power. He or she might make speeches to the legislature and might take questions, but he or she is not required by law to defend his or her decisions in front of the legislature. Also, the president is elected by the people separately from the legislature, so he or she might be from a political party that is different from the party that controls the legislature.

In some countries, such as France, the president is elected by the people and must appoint a prime minister. Thus, the prime minister is likely to be from the president's political party. The prime minister in a country that also has a president typically has less power to act than a prime minister in a country whose head of state is mostly a figurehead. Sometimes, a monarch or the ruling family appoints the country's prime minister. When this is the case, the appointee usually acts in concert with the wishes of the country's ruler or rulers and might ensure that those wishes are carried out by the government.

<https://study-english.info/political017.php>

## POLITICAL LANGUAGE

- 1. Read the text paying attention to the italicised words and use them in the discussion.

### Listening Notes

John thinks that language is supposed to be used to clearly express beliefs, but political language doesn't just express beliefs. It *mobilizes and inspires*. Why can't politicians use clear, literal language? Is metaphorical language misleading? Are the politicians solely to blame? What about the reporters who write and print that stuff? Ken introduces Geoffrey Nunberg, linguist and contributor to Fresh Air on NPR. The term 'values,' in the plural, comes from philosophy, from Georg Zimmel. It entered the American political scene in the 70s, mixing the notions of *social mores* and *moral principles*. It has a very specific sense in politics. Nunberg suggests that the conservatives have a hold on the term 'values.' Nunberg says that the word 'liberal' has similarly attained a very specific meaning.

Is the *pervasiveness* of political language a recent phenomenon? Orwell thought that political language was useful for avoiding tough arguments about the issues. Nunberg thinks that a certain amount of *spin* or *framing* is inevitable in our

political system. John asks whether the journalists aren't supposed to be a counter against political language. Frames are the sets of contrasts and concepts that are brought in by using certain words, like 'torture' and 'death tax.' Nunberg thinks that there is no form of language that has a value-neutral take on the world. Walter Lippmann thought the only way *to achieve consensus in a pluralistic society* is to use symbols that only have emotional meaning, no cognitive meaning.

John points out that many descriptions can be applied to a single thing. Is there ever a point when labels become illegitimate? Is one side worse than the other? John says that Kerry's acceptance speech *for the presidential nomination* was just as bad as any conservative speech. Shouldn't part of the blame fall on the voters for allowing politicians to use this language? It seems that the politicians, journalists, and the voters are all to blame in part.

(<http://www.philosophytalk.org/LanguageofPolitics.htm>)

- ▶ 2. Discussion points and questions:
  - 1) What are the meanings of the words 'values' and 'liberal' in politics? Do they realize the dictionary meaning in the political content?
  - 2) What is political language useful for in Orwell's opinion?
  - 3) What is the only way to achieve consensus in a pluralistic society?
- ▶ 3. Read the following articles and discuss them in class.

### **The language of politicians and Mass Media**

These two languages do not differ from other *argots* with respect to their development in vocabulary and form. However, given the great place occupied by politicians and Media in everyday life, the influence of those two *idiolects* in the shaping of

contemporary language is more prominent than the influence of other idiolects, of more limited use.

The language of politicians is transmitted through the Media. Any comments made by the media on the speech of politicians relate to content, not form. Although the intervention of the media is inevitable, even in *live broadcasting of political speech*, the elements of this speech are transmitted largely unchanged: stereotypes, slogans, aphorisms, *abstruse phrases* and *words that convey pomposity*, colloquial language that reaches the point of being popular, elliptical speech, *aggressive expressions*. This distorted way of speaking, the so-called *stilted “wooden prose,”* emerged several decades ago. Thanks to the politicians’ archetypal place in the world and their constant promotion through the media, their “wooden” language has a great influence on the audience – as well as on language itself.

The language of media, or else *the journalists’ argot*, is based mostly on colloquial language – in its formal and informal versions – and on political slogans, while it derives elements from other argots, oral speech and scientific terminology. It also uses frequently foreign loans, passive syntax, metonymies, metaphors and adjectives, while lacking conjunctions. The content of a text or a show may be controlled in order to match the political or aesthetic principles of the printed or electronic medium, nevertheless it is formed on the basis of the above-mentioned elements.

The language of media *exerts a great influence* on colloquial language. In some cases (e.g. inclusion of loan words or expressions etc.), this influence does not contradict the “natural” development of language. In other cases, the journalists’ argot causes changes and προσαρμογές of language to its own needs, even forcing changes on grammar and syntax.

One should mention that the media transmit not only the language of journalists, but also that of advertising (similar in form and methodology to that of journalism) as well as several other idioms, through various publications or programs. Thus, the media constitute a mirror of the contemporary written and spoken

languages. However, with their special expressions, the repetitiveness that characterizes them, the special place they occupy in peoples' minds, as well as the everyday relationship of sender and receiver, they shape the conscience of people significantly.

From our recent history, the early 1980's, we can derive two characteristic examples that indicate the extensive influence of the language of media on colloquial language: the use of monotonic spelling by the newspapers (which facilitated and sped up the daily process of printing) prior to its official use by the state, as well as the great influence exerted by the content και style of lifestyle magazines – not only on everyday language (particularly the expression of youths) but also on the written language of the current literary production.

*Stereotypical expressions*, in conjunction with the overuse of not-so-original metaphors and excesses in expression (for the sake of viewing or circulation) produce a “plethoric” language and operate against information. It is interesting to note that within this linguistic and semantic abundance, the media overuse even the only word that should never be used metaphorically: the adverb “literally.” Phrases such as “έπεσα κυριολεκτικά από τα σύννεφα” (= I literally fell from the clouds) detract from the semantic potential and importance of the word (unless they refer to a plane crash) and finally reduce the wealth of language, depriving it of a very exact and elegant means of expression.

Thus the daily news programs, regardless of their content, constitute a true *ordeal* for thousands of viewers, while the true news, hidden behind *vociferous* and *corny headlines*, are hard to reach viewers, who collapse on their couches “like paper towers.”

(<http://www.elia.org.gr/pages.fds?pagecode=14.06.06&langid=2>)

Language is the life blood of politics. Political power struggles, and the legitimization of political policies and authorities occurs primarily through discourse and verbal representations.

Power can either be exercised through *coercion* or what US commentator Walter Lippman termed in the 1930s the manufacture of consent.

Largely unable, and hopefully unwilling, to coerce political authorities in so called democratic politics often need to manufacture consent in order to undertake their agendas. While this most obviously concerns relations between a government and its wider public, this process has profound effects on the workings inside governments and is an important aspect of *socialization into governmental work cultures*.

Put simply, *the manufacture of consent* is a language based process of ideological *indoctrination*.

While being astonishingly comprehensive, it is a remarkably *subtle* process. Discourse carries the very *assumptions* under which the things it alludes to are known and ordered in the context in which it is used. In concrete terms this means that the content of political language contains the very *rationale* by which it is to be *framed*, defined, understood and acted upon. Commonly this produces the manufacture of consent.

Political language, as Michael Geis points out in *THE LANGUAGE OF POLITICS*, conveys both the linguistic meaning of what is said and the corpus, or a part of it, of the political beliefs underpinning any given statement.

Whether circulating inside or outside governments this means that political discourse transmits and unconsciously reinforces the ideological foundations and the ways of knowing of the dominant political authorities.

Applied to government agencies this means that the language of its official texts contains the means by which things are known and understood within these agencies.

This means that official documents are shaped according to the way in which things are known and understood in the context in which they are primarily employed.

What is included, excluded and how the document is structured is largely determined by these methods of knowing, understanding, and what these are ideologically deemed to encompass.

None of this is to necessarily say that the contents of a document are untrue. In the case of Randolph Paul's report nothing alleged in it has been refuted.

However, its structure reflects the prizing of particular modes of linear rational thought, empiricism, and ideas of objectivity characteristic of the US bureaucracy. What he represented may well have been far less straightforward than how he presented it. The events Paul portrayed may well have included other significant happenings that were not included because they were either not recognized as such within the knowledge structures of the US bureaucracy, or because they may have contentiously reflected unfavourably on the ideological principles underlying the US government.

(<http://teaching.arts.usyd.edu.au/history/hsty3080/3rdYr3080/Callous%20Bystanders/language.htm>)

## **Framing the issues: UC Berkeley professor George Lakoff tells how conservatives use language to dominate politics**

*by Bonnie Azab Powell*

### **How does language influence the terms of political debate?**

Language always comes with what is called “*framing*.” Every word is defined relative to *a conceptual framework*. If you have something like “revolt,” that implies a population that is being ruled unfairly, or assumes it is being ruled unfairly, and that they are throwing off their rules, which would be considered a good thing. That’s a frame.

If you then add the word “voter” in front of “revolt,” you get a metaphorical meaning saying that the voters are the oppressed people, the governor is the oppressive ruler, that they have *ousted* him and this is a good thing and all things are good now. All of



that comes up when you see a headline like “voter revolt” – something that most people read and never notice. But these things can be affected by reporters and very often, by the campaign people themselves.

Here’s another example of how powerful framing is. In Arnold Schwarzenegger’s *acceptance speech*, he said, “When the people win, politics as usual loses.” What’s that about? Well, he knows that he’s going to face Democratic *legislature*, so what he has done is *frame himself* and also republican politicians as the people, while framing Democratic politicians as politics as usual – in advance. The Democratic legislators won’t know what hit them. They’re automatically framed as enemies of the people.

### **Why do conservatives appear to be so much better at framing?**

Because they’ve put billions of dollars into it. Over the last 30 years their *think tanks* have made a heavy investment in ideas and in language. In 1970, (Supreme Court Justice) Lewis Powell wrote a *fateful memo* to the National Chamber of Commerce saying that all of our best students are becoming anti-business because of the Vietnam War, and that we needed to do something about it. Powell’s *agenda* included getting wealthy conservatives to set up professorships, setting up institutes on and off campus where intellectuals would write books from a conservative business perspective, and setting up think tanks. He outlined the whole thing in 1970. They set up the Heritage Foundation in 1973, and the Manhattan Institute after that. (There are many others, including the American Enterprise Institute and the Hoover Institute at Stanford, which date from the 1940s).

And now, as the *NEW YORK TIMES MAGAZINE* quoted Paul Weyrich, who started the Heritage Foundation, they have 1,500 conservative radio talk show hosts. They have a huge, very good operation, and they understand their own moral system. They understand what unites conservatives, and they understand how to

talk about it, and they are constantly *updating their research* on how best to express their ideas.

### **Why haven't progressives done the same thing?**

There's a systematic reason for that. You can see it in the way that conservative foundations and progressive foundations work. Conservative foundations give large block grants year after year to their think tanks. They say, 'Here's several million dollars, do what you need to do'. And basically, they build infrastructure, they build TV studios, hire intellectuals, set aside money to buy a lot of books to get them on the best-seller lists, hire research assistants for their intellectuals so they do well on TV, and hire agents to put them on TV. They do all of that. Why? Because the conservative moral system, which I analyzed in *MORAL POLITICS*, has as its highest value preserving and defending the "strict father system" itself. And that means building infrastructure. As businessmen, they know how to do this very well.

Meanwhile, liberals' conceptual system of the "*nurturant parents*" has as its highest value helping individuals who need help. The progressive foundations and donors give their money to a variety of *grassroots organizations*. They say, 'We're giving you \$25,000, but don't waste a penny of it. Make sure it all goes to the cause, don't use it for administration, communication, infrastructure, or career development'. So there's actually a structural reason built into the worldviews that explains why conservatives have done better.

(NEWSCENTER, 27 October 2003)

- 4. Discussion points and questions:
  - 1) Give the main differences of the language of politicians and mass media.
  - 2) How do you understand the word "framing"?
  - 3) Discuss the essence of the manufacture of consent.

- 4) Why is the process of ideological indoctrination remarkably subtle?
- 5) What does the political discourse transmit?
- 6) How are the official documents shaped?
- 7) What are political documents assigned for?
- 8) What does the conflict in political discourse mean?
- 9) What kind of metaphors are employed in the language of politics?
- 10) Say what you think of politicians' speeches.
- 11) How does language influence the terms of political debates?



5. Listen to Newt Gingrich (Ph.D. in history, a former Congress Speaker, a Republican) speaking about corrections days in U.S. Congress.

► 6. Answer the following questions:

- 1) What does the speaker mean by corrections days?
- 2) How often will they be held?
- 3) What possible solutions of the problems are suggested?
- 4) Do you believe in the effectiveness of corrections days like this?

► 7. Give English equivalents for:

- 1) совершенно новое понятие;
- 2) иметь ограниченный контроль над бюрократией;
- 3) подрывать законную власть;
- 4) высокомерие чиновников;
- 5) равнодушие конгресса;
- 6) позволить бюрократам распуститься;
- 7) цель оправдывает средства;
- 8) децентрализация власти;
- 9) приватизация некоторых услуг;
- 10) обозримое будущее;
- 11) не позволять чиновникам отрываться от жизни;

- 12) избранный чиновник;
- 13) изменить баланс власти;
- 14) подкомитет;
- 15) подтвердить право граждан;
- 16) недоверие граждан.



8. Watch the TED-talk of Rory Stewart “*Why Democracy Matters.*”

► 9. Answer the following questions:

- 1) How does the speaker start his speech? Why?
- 2) How does he describe the situation in Afghanistan, Pakistan, etc.?
- 3) What political systems do the citizens of Great Britain prefer?
- 4) What does he call an instrumental argument? Why are they dangerous?
- 5) What is the essence of democracy, according to Rory Stewart?
- 6) What are the ways to revive democracy?
- 7) What should ordinary people do to make democracy vigorous again?

► 10. Give Russian equivalents for the following:

- 1) an opium den;
- 2) four hundred years of maturing democracy;
- 3) we have become profoundly diminished;
- 4) the handover;
- 5) drug-related violence;
- 6) State of the Union address;
- 7) most of the ills of the world;
- 8) side benefits;
- 9) to harbor terrorists;
- 10) sub-Saharan Africa;
- 11) to ransack a building;

- 12) sectarian violence;
- 13) the point about democracy is not instrumental;
- 14) omniscient beings.

- ▶ 11. Give English equivalents for the following:  
выдающиеся экономисты; развивающиеся страны (2 варианта); процветающее гражданское общество; коррумпированное правительство; до некоторой степени; противоречить нашим ценностям; сомнительная статистика; социологический опрос.
- ▶ 12. What do you know about the realia mentioned in the speech: a Rhodes Scholar; a Q.C.; a Sunni sheikh; a Shiite sheikh; a Sabian; Chongqing.
- ▶ 13. Be ready to interpret for the speaker.

## **RUNNING FOR PRESIDENCY**

- ▶ 1. Read the text, look up the italicised words in the dictionary and use them in the discussion.

### **Passing the Torch. Obama's victory heralds a new generation of leaders – and an America that is still taking shape**

*by Joe Klein*

Eleven months ago, I attended a John Edwards speech in the little town of Algona, Iowa. It was a Sunday afternoon, and Edwards had drawn a large crowd of mostly *uncommitted voters* to a local factory that made wind-turbine components. Two things soon became apparent as I interviewed a dozen or so Algonans before the speech. The first was that there were a fair number of Republicans present, a phenomenon I was beginning to notice all over Iowa. They were not yet committed to voting Democratic, but they mentioned their disappointment in George W. Bush, their

*frustration with the war in Iraq* and their dismay at the right-wing religious drift of the state Republican Party. The last time I'd seen so many *crossovers* was in 1980, when Democrats – angry at Jimmy Carter and their party's *leftward drift* – made their presence felt at Republican meetings, heralding the onset of the Regan era.

The other phenomenon was a person. I was talking to a local businessman named Bill Farnham who wasn't yet sure whom he was voting for, "but I'm really impressed with the organizer Obama sent out here. His name is Nate Hundt, and he's really become part of the community." As he spoke, several other Algonans gathered around and began recounting tales of the young organizer who had come straight to Algona after graduating from Yale six months earlier. Hundt had opened a campaign headquarters in the H&R Block office downtown, joined a local environmental group, showed up for the high school football games. He was a constant presence at *civic events*. Eventually, he became so much a part of the community that the town leaders asked him to stay on after the caucuses and *run for city council*. But Hundt had other work to do. The Obama campaign sent him to Colorado, Ohio and North Carolina during the long primary season, then back to Colorado Springs for the general election. "I'm still in touch with my friends from Algona," Hundt said. "In fact, a few of them have come out here to help canvass. But I'm not unique. There are a lot of us who have had similar experiences."

***Indeed, there are – an army of them***, untold thousands of young organizers operating out of more than 700 offices nation wide. And they have *delivered a message to* Rudy Giuliani, who sneered during the Republican National Convention that he didn't even know "what a community organizer is." This is who they are: they are the people who won this election. They were the heart and soul and backbone of Barack Obama's victory. They are destined to emerge as the next significant generation of American

political operatives – similar to the antiwar and antisegregation baby boomers who dominated the Democratic Party after cutting their teeth on the Bobby Kennedy and Eugene McCarthy campaigns of 1968, similar to the pro-life, antitax Reaganaunts who dominated the Republican Party and American politics from the election of 1980... until now. They are a preview of the style and substance of the Obama Administration.

Obama's decision to expend so much effort on a field organization was quietly revolutionary and a perfect fit for the larger political philosophy that he described when I spoke with him a few weeks ago. Obama insisted that while creating a new energy economy was his No.1 priority, "we can't divorce the energy issue from what I believe has to be *the dominant political theme underlying everything* – the economy, health care, you name it. And that is restoring a sense that we're growing the economy from the bottom up and not the top down. That's the overarching philosophical change that we've got to have."

That was the substantive heart of his campaign and of this election. It was a stark difference between the candidates. Unlike many elections I've covered where the stakes were small and the differences between the candidates were minor, this was a big election, with big differences between candidates. It was a referendum on the Reagan era. Try as he might *to dissociate himself from* the Bush Administration, John McCain remained a classic Reaganite. He believed in the unilateral exercise of American power overseas, with an emphasis on military might rather than diplomacy. He believed in trickle-down, supply-side, *deregulatory economics*: his tax plan *benefited corporations and the wealthy* in the hope that with fewer shackles, they would create more jobs. Obama was quite the opposite. Unlike Bill Clinton, whose purpose was to humanize Reganism but not really challenge it, Obama offered a full-throated rebuttal to Clinton's notion that "the era of Big Government is over." He was a liberal, as charged. But the public was ready, after a 30-year conservative pendulum swing, for activist government.

Although McCain gave a gracious concession speech, the old fighter pilot understood that his argument was a loser – perhaps he even understood that the Reagan revolution had run its course – and so his strategy was to make a big election small. He attacked Obama relentlessly, often foolishly, sometimes scurrilously. The public didn't buy it. This was never more apparent than during the three presidential debates, which probably clinched the election for Obama. McCain was starting from a disadvantage. He had developed a bad case of Washingtonitis; he spoke Senatense, a language of process and tactics that sometimes approached incoherence. In 2000, McCain *spoke with a bracing clarity*. “The reason why we don't have a patients' bill of rights,” he would say, “is because the Republican Party is in the pocket of the insurance industry and the Democrats are in the pocket of the trial lawyers.” In the 2008 debates, he *skittered from attack to attack*, lacking the vision and patience to explain what he would actually do as President. Obama's best moments – according to the instant reaction of *focus-group viewers* – came when he calmly set forth what he would do about the economy, health care, education. Those who say Obama won because of the financial crisis are telling only half the story. He won because he *reacted* to the crisis *in a measured, mature way*. He won because in the second debate, he explained to a gentleman named Oliver Clark, in terms that anyone could understand the financial collapse and the need for a federal bailout.

***But this election was about much more*** than issues. It was the ratification of an essential change in the nature of the country. I've seen two others *in my lifetime*. The election of John Kennedy ratified the new America that had emerged from war and depression – a place where more people owned homes and went to college, a place where young people had the affluence to be idealistic or to rebel, a place that was safe enough to get a little crazy, a sexier country. Ronald Reagan's election was a rebellion against that – an announcement that toughness had replaced idealism overseas, that individual economic freedom had replaced



common economic purpose at home. It was an act of nostalgia, harking back to the “real” America – white, homogeneous, small-town – that the McCain campaign unsuccessfully tried to appeal to.

Obama’s victory creates the prospect of a new “real” America. We can’t possibly know its contours yet, although I suspect the headline is that it is no longer homogeneous. It is no longer a “white” country, even though whites *remain the majority*. It is a place where the primacy of racial identity – has been replaced by the celebration of pluralism, of cross-racial synergy. After eight years of misgovernance, it has lost some of its global swagger... but also some of its arrogance. It may no longer be as dominant, economically or diplomatically, as it once was. But it is younger, more optimistic, less cynical. It is a country that retains its ability to startle the world – and in a good way, with our freedom. It is a place, finally, where the content of our President’s character is more important than the color of his skin.

*TIME*, November 17, 2008

► 2. Questions and discussion points:

- 1) What did you learn about the people who were “the heart and soul and backbone of Barack Obama’s victory”?
- 2) What was “the substantive heart of Obama’s campaign”?
- 3) How does the reporter characterize John McCain’s campaign?
- 4) What were Obama’s “best moments”?
- 5) Why did Obama win in your opinion?



3. Watch the “The Final interview with the Obamas” and answer the following questions:

- 1) What did Michelle Obama say about the first days of moving into the White House?

- 2) What did Barack Obama say about his relationship with his mother-in-law and intergeneration relationships in general?
  - 3) What did the reporters appreciate in Michelle Obama's activities as the first lady?
  - 4) What did you learn about the daughters – Malia and Sasha?
  - 5) What was the influence of presidency on the family life?
  - 6) What did Barack Obama say about racism?
  - 7) What did Michelle Obama say about her husband?
- 
- ▶ 4. Speak of the families of some other American presidents.
  - ▶ 5. Discuss the recent election campaign in the USA.

### **USEFUL VOCABULARY**

elector;

electoral campaign;

an election agent;

voluntary voting;

uncommitted voters;

female voters;

to be legally barred from voting

to address the electorate;

to run the campaign;

to run for presidency;

term of presidency;

to run counter;

front-runner;

presidential elections;

poll;

primaries;

to run for re-election;

transfer of authority;  
campaign expenditure;  
to nominate smb;  
a nominee;  
rival;  
to uphold certain principles;  
commitment;  
civil rights;  
to be a charismatic leader;  
to be emphatic, persuasive;  
to be patronizing and totally unconvincing;  
secret ballot;  
majority system.

► 6. Translate into English using your active vocabulary:

1. Большинство американских президентов претендуют на пост президента дважды. Президентские выборы начинаются с предварительных выборов.
2. Никто точно не знает расходов каждого кандидата на избирательную кампанию, но они составляют миллионы долларов.
3. Кандидат от каждой партии должен проявить преданность ей и ее членам.
4. Мы хотим, чтобы передача власти была мирной, даже если победит наш соперник.
5. Говорят, что он придерживается определенных принципов, но в его речах это не чувствуется.
6. Они надеялись на то, что их борьба за гражданские права будет успешной.
7. Все знали, что он очень харизматичный лидер, женщины-избиратели всегда голосовали за него.
8. Президент надеялся переизбраться на второй срок. Он был невероятно популярен.

9. Голосование является добровольным, вы имеете полное право воздержаться от него.
10. Когда Трамп обращался к своему электорату, то получал полное одобрение. Его не одобряли демократы.
11. Заключение в тюрьмах тоже имеют право голосовать, только некоторые из них официально отстраняются от выборов.
12. Во время избирательной кампании Трамп не был явным лидером.
13. Во время встречи на высшем уровне Трамп демонстрировал покровительственное отношение к лидерам всех государств, но не был убедителен.
14. Все знали, что демократы назовут своим кандидатом Хиллари Клинтон. Более того, все были уверены, что она победит.

## **A FINAL DISCUSSION ON POLITICAL INSTITUTIONS AND EVENTS**

1. How much does common people's welfare depend on politicians?
2. Do many people break into a political fever?
3. What makes people go into politics?
4. Is it a sheer interest, ambition or a desire to help citizens?
5. Say how much the electoral system in this country differs from that in other countries (e.g. in Britain and the USA).
6. What means are usually used to ensure a nominee's success?



7. Watch the film "*THE AMERICAN PRESIDENT*" (1995).



8. Give English equivalents for the following words and word combinations and make use of them in the discussion of the film:

- 1) записать что-то;
- 2) этих людей невозможно контролировать;
- 3) год, в который проходят выборы;
- 4) контроль над оружием;
- 5) быть переизбранным;
- 6) он невероятно популярен;
- 7) однословный ответ;
- 8) сообщить плохую новость;
- 9) поговорить наедине;
- 10) Вы мне даете слово?
- 11) Глобальное потепление – это бедствие.
- 12) Позвони ей!
- 13) узнать номер телефона;
- 14) Я Вас сразу соединю.
- 15) Я не подведу.
- 16) повестка дня;
- 17) наступательное оружие;
- 18) ночная смена;
- 19) прояснить некоторые вещи;
- 20) не в этом дело;
- 21) митинг протеста;
- 22) оказывать огромное влияние на кого-то;
- 23) опрос по телефону;
- 24) три голоса потеряли;
- 25) поправка в конституцию.

► 9. Questions and discussion points:

- 1) What makes the movie very dynamic and interesting to watch?
- 2) Do you find the plot true to life?
- 3) What do you think of the two main performances (Michael Douglas as United States President Andrew Shepherd and Annette Bening as Sydney Ellen Wade, a lobbyist)?

## TEXT FOR CLOSE READING

### Seven days in May

by Fletcher Knebel and Charles Bailey

Across the river at the White House the day's work was also *well under way*. President Jordan Lyman, like his *chief military adviser*, started early, and by 8:30 he had been hard at it for an hour. The difference was that Lyman was still in bed. Around him lay the jumbled sections of a dozen newspapers, evidence that he had finished his self-imposed *weekly chore* of *sampling the press*. He chose Sunday editions for their fatter letters-to-the-editor pages and the "big" editorials that publishers for some reason liked to print on the weekend. This week's batch gave him a pretty clear picture of the mood of the country, and it definitely was not an optimistic one. *The Atlanta Constitution's* lead editorial, for example, began:

*"As the date for the first stage of disarmament draws near, our skepticism as to Russia's good faith mounts. We hope, of course, that President Lyman's trust in Moscow proves justified, but ..."*

There was a similar rumble in *the New York Times* judgment, delivered in customary doomsday style:

*"We supported the nuclear disarmament venture with grave reservations. These reservations have by no means been diminished in recent days by the pronouncements in Pravda, the official Soviet party organ ..."*

My God, Lyman mused, you'd think editorial writers were the only people in America who ever had grave reservations. He climbed out of bed, walked into *the big oval study*, and poured himself a cup of coffee from the carafe that had been left there a few minutes earlier.

Through the tall windows overlooking the south lawn Jordan Lyman could see *the steady morning rush of cars* along Constitution Avenue. It's a funny thing, he thought. The people in those cars work for the government, just as I do. I can tell them

what to do. I can make their jobs or wipe them out. But they have the power to undo what I do, by simple error, or by omission, or even by design.

He was President and famous. They were little bureaucrats and obscure. But they were, by and large, secure and befriended in their obscurity, while he stood *vulnerable* and alone in his fame.

Lyman had read more than enough American history to have known, on the day he returned from his *oath-taking* to enter the White House, that he faced loneliness. But his pre-inaugural comprehension had been academic, born of memoirs and legends. (Harry Truman said: "The buck stops here"). No reading, no advice from those who preceded him, had prepared him for the crushing emotional *load of the Presidency*. Jordan Lyman would never forget the hour he had spent, shaken and depressed, after receiving his first full briefing on the mechanics by which he alone could, in some fatal moment of crisis, open the *floodgates of nuclear war*.

He took a gulp of hot coffee. "Cut it out, Lyman," he growled out loud. "You're feeling sorry for yourself again."

The President picked up the morning paper from the tray beside the coffee jug where the mess attendant left it for him each day. He glanced at the front page and found the headline he knew would be there: "Lyman's *Popularity Drops to Lowest Point in Poll's History*."

He had expected some *temporary slump in his rating*. The acrimony of the Senate debate on the treaty had made a lot of headlines, which in turn couldn't have failed to hurt him. But he had been unprepared for the *actual figures* given him last night by his press secretary. Twenty-nine per cent, he thought, we're really getting clobbered on this one. We? Don't kid yourself. It's you, y-o-u.

He returned to the bedroom, dropped his pajamas on the floor, and went into the bathroom to wash and shave. He allowed himself to dwell a moment longer on that godawful *Gallup Poll*, then *chided* himself out loud again.

“Cheer up, world leader. Don’t forget the *Literary Digest* picked Alf Landon in ‘36. You must be doing all right.”

Ten minutes later he was on his way to breakfast. As he crossed the big upstairs hall, he nodded to *an Army warrant officer* sitting in a chair outside his room.

“Good morning.”

“Good morning, Mr. President.”

Nothing in the entire Presidential routine depressed Lyman quite so much as his exchange of morning greetings with these soldiers. There were five of them, and every night one sat outside Lyman’s bedroom while he slept. The man on duty held a slim portfolio *on his lap* throughout the night. Inside it was a thin black box containing the complicated codes by which the President – and only the President – could give the orders sending America into nuclear war.

The first morning glimpse of his “atomic shadow,” as Lyman called the unobtrusive warrant officers, always seemed to hurl him back into the duties of the Presidency, as though he had plunged nude into icy water. But he had learned to live with the facts of nuclear terror, and except for this first shock every day he paid no more attention to it than he did to the three-inch-thick plates of *bulletproof glass* set inside his office windows. The glass shields were insurance against a madman with a hunting rifle 500 yards away; the warrant officers were insurance against a madman with a ballistic missile 5,000 miles away.

Now Lyman was breakfasting in the small white-paneled family dining room downstairs, and *the most pressing problem* on his mind was how to teach those idiots in the kitchen to loosen the segments of a grapefruit before serving it. There was a knock on the door-jamb.

“Ah’m workin’ foh the Gallup Poll,” said the newcomer in the richest Georgia drawl he could manage, “and ah wantuh know how yuh feel about Jordan Lyman. *Someone* must like the guy. Hiyuh, Mistuh President!”



Raymond Clark's grin was as wide as his face. Even the flesh along the jawbones seemed to crinkle. Lyman laughed out loud. As always, he felt better *at the sight of* the junior senator from Georgia, this morning, as often, his breakfast partner.

"Put me down as undecided," Lyman said. "How about you?"

"Oh, Ah think he's a smaht ol' boy," Clark replied. "He's jes' *ahead of his time*, that's all." Then, dropping his heavy accent, he added: "But you'll come out okay, Jordie."

The waiter appeared with eggs, bacon, toast and fresh coffee, and the two men turned their attention to eating. As they ate, Lyman wondered if Clark ever realized how much this friendship meant to him. The Georgian was almost unique among Lyman's friends in Washington, for their relationship, though politically intimate, was only incidentally so. The *bond* between the two men was really almost entirely a personal one.

The public knew Ray Clark as Jordan Lyman's political manager, the man who got Lyman the presidential nomination on the third Can you make any guess ballot at Chicago by making a deal with Governor Vincent Gianelli of New York to throw his strength to Lyman when his own momentum was checked.

But neither *the public at large* nor anyone at all, for that matter, knew that Clark, twenty years earlier, had given Jordan Lyman an infinitely more *precious gift*.

## DISCUSSION

- 1) Why did the President attach much importance to reading papers?
- 2) What were his worries about common people (people in cars)?
- 3) Comment upon the phrase “open the floodgates of nuclear war.”
- 4) What was the thing that depressed Lyman most of all?
- 5) Why was he irritated with the people working in the kitchen?
- 6) What makes the reader understand that Lyman was glad to see Clarke?
- 7) Comment upon Lyman’s attitude to Ray Clark.
- 8) Pick out of the text some stylistic devices which make the narration more vivid.
- 9) Discuss the mood in which the extract is written.
- 10) Can you make any guess about “the precious gift”?

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following word combinations:  
well under way; chief military adviser; weekly chore; load of the Presidency; the power to undo what I do; temporary slump in his rating; the actual figures; bulletproof glass.
- 2. Give English equivalents for the following Russian words and word combinations:  
рабочий день был в разгаре, поддерживать с серьезными оговорками, кофейник (2 варианта), умышленно.
- 3. Paraphrase using the vocabulary of the text:

to become absorbed in thought, to be open to attack or damage, boundless, enigmatic, to dive, moral or political duty or obligation.

- ▶ 4. Arrange the following words in pairs of synonyms and bring out the difference between them:  
jumbled, pressing, cheerful, precious, mixed, obscure, optimistic, vague, urgent, cherished.
- ▶ 5. Arrange the following words in pairs of antonyms:  
pick up, eternal, junior, slim, drop, to praise, temporary, to chide, fat, senior.
- ▶ 6. Translate into English with a special care for the marked words and phrases.
  - 1) Ирен не хотела *упрекать сына*, она знала, что он сделал это *по ошибке, не умышленно*.
  - 2) Авторы *передовых статей* обычно используют броские заголовки.
  - 3) Она не чувствовала себя *в безопасности*, напротив, понимала, что *уязвима*.
  - 4) Майклу не хотелось беспокоить кошку, которая спала у него *на коленях*.
  - 5) Заговорщики хорошо знали *весь распорядок дня президента*.
  - 6) *При виде незнакомца* девочка расплакалась и испуганно посмотрела на брата.
  - 7) Партнеры намеревались *заключить сделку* и подписать контракт, но не все инвесторы считали ее выгодной.
  - 8) Многие родители приезжают к своим сыновьям в день *принятия присяги*.
  - 9) Директор очень удивился, когда ему предоставили *реальные показатели работы* его предприятия.

## TEXTS FOR FREE TRANSLATION

### **Секрет успеха из Финляндии: когда женщины идут в политику**

Санна Марин – одна из самых молодых премьер-министров в мире – предлагает свою формулу успеха для Финляндии. На что она делает ставку, кто ее поддерживает и критикует – и при чем здесь возраст? Санна Марин из Социал-демократической партии Финляндии уже месяц возглавляет правительство страны. 10 декабря 2019 года 34-летняя Марин вступила в должность премьер-министра. На тот момент она стала самым молодым премьером в мире. Правда, в скором времени это звание перешло к канцлеру Австрии 33-летнему Себастиану Курцу, чья партия три месяца назад одержала победу на парламентских выборах в стране, и после того, как была окончательно сформирована правящая коалиция, Курц вновь возглавил австрийское правительство.

Женщина во главе правительства – не сенсация для Финляндии. В истории этой страны женщины занимали самые разные посты и должности: от мэра города до президента. С 1906 года женщины в Финляндии имеют равные с мужчинами политические права. «До этого у нас было две женщины, которые возглавляли правительство, но обе они лишь короткое время находились на этом посту», – напомнила в интервью DW генеральный секретарь Национального совета женщин Финляндии Терхи Хэйниля. И все же, как она призналась после вступления в должность Санны Марин, «мы рады и испытываем облегчение».

Предыдущий премьер-министр Антти Ринне заявил о своей отставке в конце ноября прошлого года из-за спора внутри правящей коалиции. Но пока он остается на посту председателя Социал-демократической партии Финляндии. В

этой роли Санна Марин сменит его, вероятно, в июне 2020 года.

Правящая коалиция, которую возглавила Санна Марин, состоит из пяти партий. Кроме социал-демократов в нее входят партия «Финляндский центр», «Союз зеленых», «Левый союз Финляндии» и Шведская народная партия. Каждую из партий, входящих в состав правящей коалиции, сейчас возглавляют женщины. Трое их них в возрасте до 40 лет.

Одна из них – 32-летняя Катри Кулмуни. В возрасте 28 лет она стала депутатом парламента Финляндии и с сентября прошлого года возглавляет партию «Финляндский центр». Сейчас Кулмуни руководит министерством финансов страны. А до этого была министром сельского хозяйства.

Главе партии «Левый союз Финляндии» Ли Андерссон – тоже 32 года. Сейчас она возглавляет министерство образования. А министром внутренних дел является глава партии «Союз зеленых» 34-летняя Мария Охисало. 47 процентов депутатов финского парламента – женщины. По этому показателю Финляндия существенно опережает другие страны ЕС, где он в среднем составляет 29 процентов. Такие данные были получены в ходе исследования, проведенного Советом общин и регионов Европы.

Одной из причин активного участия женщин в финской политике является всеобщее избирательное право, уже более ста лет гарантирующее им возможность участвовать в выборах и быть избранными.

В России женщины получили это право весной 1917 года. А в Германии – в 1918 году. Мийна Силланпяя стала первой женщиной-министром Финляндии, заняв в 1929 году пост министра социального обеспечения. В Германии, для сравнения, лишь спустя 30 лет женщина впервые возглавила министерство: Эмма София Элизабет Шварцхаупт (Emma Sophie Elisabeth Schwarzhaupt) в 1961 году стала министром здравоохранения ФРГ.

Есть и еще одна причина нынешнего активного участия финских женщин в политике, считает Терхи Хэйниля: «Когда молодые политики, которые сейчас руководят государством, еще были детьми, в Финляндии в 2000 году впервые женщина стала президентом страны. Это была Тарья Халонен. На ее примере тогдашние девочки-подростки увидели, что женщины могут быть успешными политиками».

Многие финны гордятся тем, что государством руководят молодые политики-женщины. «Пока мы ликуем. Посмотрите, какие мы прогрессивные, – говорит политолог Сини Корпинен. – Но, я думаю, что из-за этого успеха возрастает и давление на лидеров партий».

Новое правительство во главе с Санной Марин критикуют, прежде всего, правые популисты из партии «Истинные финны». На парламентских выборах в апреле прошлого года им удалось набрать 17,5 процента голосов. Они стали второй партией в парламенте после социал-демократов по числу мандатов. «С момента успеха популистов на выборах речи, полные ненависти к женщинам и представителям меньшинств, стали в стране нормой», – говорит политолог Корпинен.

Оскорбления иногда звучат и из-за границы. Недавно министр внутренних дел Эстонии Март Хельме, возглавляющий правопопулистскую Консервативную народную партию Эстонии, спровоцировал дипломатический скандал, сказав в одном из радиointервью, что только в Финляндии могли назначить «продавщицу» главой правительства. Хельме пришлось не только извиняться: после его слов депутаты эстонского парламента даже попытались вынести ему вотум недоверия.

Санна Марин напрямую не ответила на слова Хельме. Но на своей странице в Facebook написала, что «гордится тем, что в ее стране даже кассирша может быть назначена главой правительства». По словам Марин, «сейчас настало время смотреть вперед и завоевать доверие финнов». Она делает

ставку на защиту окружающей среды, социальную справедливость и равноправие. А вопрос пола или возраста, признается премьер-министр Финляндии, не играет для нее никакой роли.

*<https://www.dw.com/ru/секрет-успеха-из-финляндии-когда-женщины-идут-в-политику/a-51919303>*

### **От кухарки до канцлера: как немки добивались своего**

Современные немки могут многое из того, за что боролись их прабабушки: выбирать, учиться, вести бизнес и управлять государством. И все же до истинного равноправия еще далеко. Немецкие женщины считают себя эмансипированными, и за свои права они боролись долго и последовательно.

Исторически требование женской эмансипации зародилось в рамках буржуазного феминистского движения. Первыми феминистками были обеспеченные интеллектуалки, которые формулировали свои идеи о гендерном равенстве в виде литературных текстов и полемических памфлетов. Берлинская писательница Хедвиг Дом (Hedwig Dohm), например, публиковала книги феминистского содержания с 1870 года. В своих текстах она доказывала, что женский социальный характер обусловлен воспитанием, а не биологическими задатками, и требовала равных прав на образование, а также социального и экономического равенства в правах между мужчинами и женщинами. Как и другие ее единомышленницы того времени, она боролась также за женское избирательное право.

Буржуазному крылу феминистского движения противостояло пролетарское крыло. Бесспорным лидером этого крыла была Клара Цеткин (Clara Zetkin), выдающаяся революционерка и одна из основателей Коммунистической партии Германии. Главной причиной всех женских бед Клара

Цеткин и другие активистки феминизма марксистского толка считали империалистов. Решение женского вопроса они помещали в контекст борьбы всего пролетариата за свои права, полагая, что с победой пролетарской революции все женские проблемы сами собой закончатся.

В политических правах немецких женщин с мужчинами действительно уравнила революция. Сразу же после отставки кайзера в ноябре 1918 года временное социал-демократическое правительство Германии провозгласило равные избирательные права для всех граждан. Соответствующий закон был принят 30 ноября 1918 года, а 19 января 1919 года немки впервые приняли участие в парламентских выборах.

Всего с 1920 по 1932 год в рейхстаг прошли более сотни женщин-депутатов. Они пытались отстаивать интересы женщин, но большинство голосов в парламенте при решении важных политических вопросов все равно было у мужчин.

Эмансипированным женщинам не было места в тоталитарном государстве Адольфа Гитлера. Гитлеровская Германия отменила почти все демократические нововведения Веймарской республики и реанимировала с помощью пропаганды патриархальные представления о превосходстве мужчин. Женщины должны были рожать новых солдат — вот что считалось во времена «третьего рейха» их главным предназначением. Они лишились права быть избранными в органы власти и должны были снова во всем подчиняться мужу.

Тяжелое бремя восстановления Германии легло на плечи женщин, что привело к осознанию ими своей общественной значимости. Еще до восстановления партийной системы в послевоенной Германии появились так называемые женские комиссии, провозгласившие гендерное равенство одним из основных прав человека. От такой трактовки большая политика была еще далека.



Но в составе Парламентского совета, который в мае 1949 года разрабатывал текст Основного закона ФРГ, были четыре женщины. И одна из них, юрист Элизабет Зельберт (Elisabeth Selbert), несмотря на сопротивление мужчин в совете, добилась своего. Так в конституции Германии появилась фраза «Мужчины и женщины имеют равные права». Гендерное равенство в избирательной системе было восстановлено.

В годы экономического подъема в Западной Германии произошла очередная смена парадигмы. Ввиду возросшего материального благополучия немецкого общества женщина теперь «могла себе позволить» оставаться дома и уделять все время детям, хозяйству и супругу. На самом деле это было возвращение в прошлое. В 1955 году Немецкий футбольный союз (DFB) запретил даже женский футбол, потому что он «губит тело и душу женщины».

Вплоть до 1962 года женщина в Германии не могла открыть банковский счет без согласия мужа. До 1977 года закон обязывал женщину вести домашнее хозяйство и давал мужчине право решать, будет ли его супруга ходить на работу. Гендерное равенство в эпоху «экономического чуда» существовало только на бумаге.

В ГДР принцип равенства мужчин и женщин был закреплён в Конституции в 1949 году и создал основу для практически неограниченного вовлечения женщин в трудовой процесс. По проценту работающих женщин Восточная Германия была одним из мировых лидеров. Домохозяйек в ГДР практически не было. В Восточной Германии еще в 1947 году была основана женская организация - Демократический женский союз Германии DFD. Однако в политике и в государственных органах управления женщин было мало. Ни одна женщина не добралась до верхних рядов Социалистической единой партии Германии (СЕПГ).

## Помидорная атака: вторая волна феминизма

Новый этап женской эмансипации тесно связан с молодежными протестами 1968 года в Германии. В Западной Германии вовлеченные в протестное движение студентки были весьма раздражены тем, что марксистские теоретики ратовали за освобождение всех народов мира, а о признании равенства собственных соратниц и слышать ничего не желали. Недовольство достигло апогея в сентябре 1968 года, когда мужская часть делегатов конгресса Социалистического союза немецких студентов демонстративно игнорировала вопросы, волнующие его женскую часть. Тогда берлинская делегатка Сигрид Рюгер (Sigrid Rüger) достала из авоськи помидоры и начала швырять их в сидящих на подиуме «товарищей». Один помидор угодил неприятелю в лицо. Помидорная атака вызвала большой ажиотаж и придала новые силы немецкому феминизму.

Сегодня пост канцлера Германии занимает женщина (кстати, Ангела Меркель (Angela Merkel) родом из бывшей ГДР), и многие министерские портфели у женщин. Государство поддерживает гендерное равенство, например, с помощью пособия на детей, которое получают теперь оба родителя. Глобальное движение за равенство женщин *#MeToo* подняло борьбу женщин за свои права на новую высоту. Теперь уже мужчины начинают жаловаться на гендерное неравенство. И все же до полного равенства еще далеко. Женщины по-прежнему зарабатывают меньше мужчин в сопоставимых профессиях, обладают меньшей властью и вынуждены ограничивать свои профессиональные амбиции, чтобы совместить карьеру и воспитание детей

*<https://www.dw.com/ru/om-кухарки-до-канцлера-как-немки-добивались-своего/a52632911>*

## **Как русский художник Маковский написал портрет президента США и открыл американцам «русский стиль»**

В начале XX века западный мир открыл для себя русский стиль. Сарафаны, кокошники, меха и драгоценные ткани, бояре и пиры – именно такую Россию показал американцам на своих полотнах великий русский художник Константин Маковский. Успех «русского Рубенса» в Америке был так велик, что Константин Егорович в 1901 году решил посетить Новый Свет. Во время этой поездки мастера пригласили написать портрет президента США Теодора Рузвельта.

Расхожая сентенция о том, что талант должен быть голодным, к Константину Егоровичу Маковскому явно не относилась. В конце XIX века он был, наверное, одним из самых успешных и востребованных мастеров в России. Учитывая его невероятную творческую плодовитость и высокую скорость работы, художник очень быстро стал и одним из самых продаваемых. При этом мастер сумел проявить и талант бизнесмена. Невероятно поднимая цены на свои полотна, он, несомненно, выиграл на этом. Получить портрет кисти Маковского стало для многих делом престижа, чем художник в дальнейшем успешно пользовался.

Результаты такого подхода, кстати, «аукаются» нам до сих пор. Так, например, работ Маковского не так много хранится сегодня в Третьяковской галерее. Причина очень проста: знаменитый коллекционер считал цены на полотна этого мастера очень завышенными и не спешил выкладывать за его шедевры заоблачные суммы. В некоторых случаях он этого сделать просто не мог – не хватало средств, даже если и было желание. Так, например, случилось со знаменитой картиной «Боярский свадебный пир». Павел Третьяков не смог купить ее, так как цена в 20 тысяч рублей была для него слишком высока, и в результате картина оказалась в Америке. Ювелир Чарльз Шуман приобрел ее за 15 тысяч долларов

(что, кстати, соответствовал 60 тысячам рублей) и выставил в витрине своего магазина на Бродвее. Картина произвела настоящий фурор, выиграли от этого, наверное, все, кроме нашей страны – художник получил баснословные деньги, Шуман же смог «отбить» затраты, привлекая к себе массу посетителей и выпуская открытки с шедевром в новом для американцев «русском стиле». Узнав о своей неожиданной популярности за океаном, Константин Маковский решил на рубеже веков совершить поездку в Америку.

31 октября 1901 года художник вместе с женой отбыл в Соединенные Штаты. С собой он вез несколько десятков картин для выставки, которая должна была демонстрироваться в нескольких городах. Этим планам не суждено было сбыться из-за таможенных неурядиц, но имя Маковского и без того было в Америке уже достаточно известно. Пресса тех лет писала о том, что знаменитый русский художник сразу после приезда начал получать заказы на портреты. Америка «позолоченного века» с развивающейся после войны экономикой и бурным желанием нуворишей приобщиться к культурным традициям оказалась для Маковского прекрасным полем для деятельности. Точно неизвестно, сколько полотен он написал за эту поездку, но, зная его довольно высокую скорость работы, можно предположить, что больше десятка. Скорее всего, большинство из этих шедевров до сих пор хранятся в частных коллекциях у потомков их заказчиков. В интервью, данном «Петербургской газете» по возвращении домой, художник пожаловался на консерватизм и неуступчивость американцев, категорически отказавшихся предоставить эти портреты для экспонирования в России.

И вот, в конце 1901 года Маковский приближается к главной цели своей творческо-рабочей поездки. Его представляют президенту США Теодору Рузвельту. После визита в Белый дом художник начинает подготовку к работе над портретом президента. Надо сказать, что для Рузвельта

это полотно было первым парадным портретом в качестве руководителя страны. Тем более непонятно то, как американцы в дальнейшем отнеслись к этому произведению.

Работа над портретом продвигалась сложно – условия были далеки от идеальных. Голову президента художник писал с натуры, но урывками, непосредственно в кабинете Белого Дома. А всю остальную работу он заканчивал, ориентируясь на фотографии и, возможно, некоторые вещи, предоставленные Рузвельтом. Впрочем, заказ удалось выполнить за несколько недель, и уже в первых числах января 1902 года портрет выставили на всеобщее обозрение. Критика дала ему очень высокие оценки.

Решенный в классической реалистичной манере, портрет очень понравился публике. Однако сегодня судить о нем мы можем только по нескольким сохранившимся газетным снимкам. Дело в том, что в последующие годы портрет просто исчез. Версия о том, что он был продан в частные руки, кажется очень сомнительной. Возможно, что полотно было уничтожено во время пожара в Белом доме в 1929 году (тогда почти полностью выгорело Западное крыло и Овальный кабинет), а может быть, его просто убрали в запасники из-за обострившейся вскоре политической обстановки с Россией. В любом случае, место президентского портрета скоро было занято новой работой. На этот раз Рузвельта написал американский художник, тоже известный во всем мире, Джон Сингер Сарджент. Этот, гораздо более броский портрет, на котором, по общему мнению, Теодор Рузвельт выглядит намного более героически, до сих пор украшает интерьер Белого дома.

Таким образом, большое американское путешествие великого русского художника до сих пор остается темной страницей в его биографии. Несомненно только то, что за рубежом находится сегодня огромное количество его работ, написанных там или увезенных из России. Периодически они появляются на мировых аукционах, доказывая, что возможно,

существенная часть полотен Маковского до сих пор является достоянием частных коллекционеров и не известна широкой публике. Точного учета созданных картин Константин Егорович не вел. Сегодня известны свыше 360 его полотен, но специалисты предполагают, что на самом деле вместе с небольшими портретами и этюдами их может быть в несколько раз больше.

*<https://kulturologia.ru/blogs/140519/43104/>*

## Unit VI. BUSINESS INSTITUTIONS AND BUSINESS AFFAIRS

### BUSINESS AND BUSINESS PEOPLE

- 1. Read the following text paying special attention to the italicised words and expressions, be ready for the discussion.

#### **Dame Anita Roddick**

*by Veronica Horwell*

*Pioneering green entrepreneur who used the profits of her ethical beauty business to campaign for a better world*

Who are *the top business leaders* of the 20th century? A few names inevitably pop up: Henry Ford, Jack Welch, and William H. Gates III, to name the obvious. Dame Anita Roddick opened her first Body Shop in Brighton in 1976. The year is important. The *beauty business* was not then about bodies, which were merely the soaped tail end of the face and hair market, its lotions laboratory tested, industrially concocted and sold through chemists' chains or the phoney salons of department stores.

None of this connected with the 1970s change in how women wanted to pamper and present themselves. The Body Shop came from that radical sensibility that produced the self-help book *Our Bodies, Ourselves* (1973), much twaddle about sisterhood, and the notion, which Roddick traded on, that natural cosmetics could be feminist. She was always candid that nothing she made could stave off age or simulate gorgeousness, but you could have sensuous fun using it. She carried over that approach – a good time can lead to good works – to her business, and to her social and environmental campaigns.

Roddick's 25 primary products were not so different from those of earlier cosmetic queens; it was the way she sold her

Bedouin-recipe moisturiser that was new. She did not propose exotic fantasy: she did promise that the ingredients had not been tested on animals, were not synthetic, and – long before the Fairtrade movement – that they had been sourced directly from the world's ground-level growers rather than commodity brokers. Her lack of packaging was anti-waste – customers should return the plain bottles to be refilled; if she huckstered anything, it was the history of the ingredients and the anthropology of their cultivators.

She sold 50% of the business to a local garage owner *to raise money for* a second shop, and might not have gone much further than a few more, run by friends, taken over the finances and suggested franchising branches. Most *franchisees* were women, and they, as much as Roddick, made Body Shops unprecedented places: you would go in for brazil-nut conditioner (Roddick trekked to research adornment rituals), and be made breathless both by the concentrated smells and the fervour for green issues and aid for the developing world.

Her balance of entrepreneurship and activism seemed even weirder in the mean, greedy 1980s. The Roddicks took the business public in 1984; she later understood that that had been a serious mistake, since its success was thereafter calculated only *in terms of profits* and growth. Her protests about social change and alternative, egalitarian business methods did not seem to square with her new role as *a pioneer female entrepreneur*.

Of course, there was a reaction. By the 1990s, she was the fourth richest woman in Britain, author of an autobiography, *Body and Soul* (1991), and a reliable source of quotes on *ethical consumption* and of finance for pacifist, ecological and human rights causes, among them Amnesty International, Friends of the Earth and the Big Issue. She was routinely derided as being left and green only to promote Body Shop or herself.

She began to edge away, standing down as chief executive. In 2006 the Roddicks outraged the finance pages and users of Jojoba cleanser alike when they sold the Body Shop to L'Oréal for £625m, of which they received £118m. That she intended to give



it away, plus her own £50m or so, through the charitable Roddick Foundation, did not silence accusations of betrayal, though she was confident she could persuade L'Oréal to adopt her sort of ingredients.

John Elkington writes: "I love her like fury, but it's like being trapped in a brown paper bag with a bluebottle," a relative commented of his wife – and that was Anita for me. Like all true entrepreneurs, she fired on all cylinders, all the time. Working close to her would have driven me mad, but working alongside her in an extraordinary nexus of ethical, social, environmental and international development movements has been one of the great privileges of my life.

I cannot remember when *our paths* first *crossed*, but I covered her work in my 1987 book *The Green Capitalists*, when she said: "There is something magical about small companies run by people whose thinking was forged in the 60s. You sit down and ask not only how the business should be run, but also what should be done with the profits."

At the time, many thought she was new to the game of green capitalism. She wasn't: "Although some people may think we are recent converts, the reality is that these concerns were always there ... the Body Shop dates from 1976 and we were already featuring Greenpeace's anti-whaling campaign in 1977."

Deborah Bee writes: Anita was an odd mix of seriousness and mischief, utter self-belief and vulnerability. People made assumptions about her and simply got it wrong. The dippy-hippy, crazy, mouthy, square-peg-in-a-round-hole image conjured up by the business press became a routine pain in the backside for her – although she was all that, but in a wholly positive way.

This is the Anita I knew. Motivated by her mother's astonishing work ethic, she was always driven to work twice as long as anyone else – and at twice the speed. If she came to stay, by 7.30am the bin would have been sterilized, the wooden floor partially polished with hemp oil – "as an experiment to see what else hemp oil can do!" – and the contents of my makeup bag that

weren't the Body Shop would be laid out for explanation. "What are you doing with a Clinique eyeliner?"

She had no understanding of cynicism, which meant that if she saw an injustice she would never say, "Well, that's just the way the world is," but would do something about it. Never feted by liberals, she could never see two sides; there was right and wrong, and nothing in-between.

Anita was an instinctive trader. At the start of the Body Shop, she had no real interest in the cosmetics industry, but saw a business opportunity that made sense. Her stance against *animal testing* was not so much driven by a love of animals as by complete incomprehension of why animal testing was necessary in the first place.

Her political activism within the Body Shop *sparked many campaigns* that filtered around the world through her 2,000 or so stores. After she ceased being a *shareholder*, her mission was to dedicate the money she had made to the causes she believed in. I'm sure her biggest regret would be that she failed to die poor, that she didn't have the time to give her money away.

The sale to L'Oréal was almost universally perceived as a *sell-out*. Anita knew it was a controversial decision and agreed only on the understanding that the Body Shop would be ring-fenced within the L'Oréal group. She also truly believed that she stood a good chance of being a Trojan horse and having an influence on the way that L'Oréal does business. The fact that she made £118m out of the deal *was lost on her*. Most people would buy a yacht; she went on holiday with a file of good causes to argue over with Gordon.

Which brings us to Gordon. Anita and Gordon were a *buy-one-get-one-free package*. Throughout their 37-year marriage, they were always just a step apart, absolutely devoted to each other in a unique partnership that combined integrity, huge intelligence, creativity and extraordinary altruism. At the last count, they have been responsible for setting up three orphanages in Romania, an organic farm cooperative in Nicaragua, numerous

health and education projects in India, a brazil-nut cooperative in Brazil, a healthcare initiative in Nepal, a shea and cocoa butter cooperative in Ghana, a soap-making factory in Scotland and more and more and more. To all the critics who say she was an opportunist, I say, how many orphanages have you built?

John Morrison writes: By the time I started working with the Roddicks on business and human rights issues in 1997, Anita already symbolised what had never really been seen before: the CEO activist. The Body Shop's first human rights campaign came with Amnesty International in 1988 to mark the 40th anniversary of the Universal Declaration of Human Rights. Next came campaigns on indigenous peoples, and then the support for Ken Saro-Wiwa and his struggle in Nigeria from 1993. The murder of Saro-Wiwa and other Ogoni leaders at the hands of the Abacha regime in 1995 was a personal blow to both Anita and Gordon – as well as the staff and customers of the Body Shop who had campaigned for their release.

The late 1990s maintained the focus on Nigeria (and campaigns against corporate complicity there), but also saw a wide range of global activities in support of human rights: when the company came to commemorate the 50th anniversary of the universal declaration, 3 million customers across 34 countries gave thumbprints to support imprisoned human rights defenders.

And it was in Anita's house that the concept of the Business Leaders Initiative on Human Rights (BLIHR) was first developed in late 2002, so that from the following May there was a body in existence to encourage responsible companies in this field.

*(BUSINESSWEEK, May 2003)*

## 2. Questions and discussion points:

- 1) What are the key achievements of Anita Roddick?
- 2) What helped Roddick to become and remain a top businesswoman?

- 3) Is it possible to become a top figure in any sphere without making mistakes?
- 4) Make a list of features essential for doing well in business.

► 3. An American magazine *BUSINESSWEEK* makes an annual list of those managers whose performance should be lauded and whose deserved a different kind of renown. Here are the reasons why certain people were included into the list of the best managers of the year:

- she was able to cope with a sluggish economy at home and uncertain conditions around the world;
- he kept his company moving forward despite a strong head wind;
- he used investments in info tech to boost productivity and cut costs;
- he was willing to take risks on new technology and new ways of doing business;
- he made his organization more effective and efficient;
- he succeeded in bold new ventures;
- he boosted quarterly revenue of the company;
- he worked hard to instill financial discipline at his company that grew even as rivals faltered;
- he went to unusual lengths to inspire his employees;
- his peerless management skills were exceptionally useful during the period of retrenchment;
- she updated the product line and launched new ads that helped the company to improve gross margins;
- he expanded production in the U.S. and overseas being a master of international relations.

It can be lonely at the top, but it's lonelier still when it all collapses for the inept, the devious, and the greedy. Study

the reasons why some people were called the worst managers of the year:

- his company seemed to land in almost every scandal around;
- his company had underestimated its costs on a few large contracts, so instead of growing, revenues dropped in the third and fourth quarters and profits sank by as much as 84%;
- he rarely passed up a chance for self-promotion, hanging out with rock stars and moving his family into a \$17.5 million Park Avenue spread paid for by his company;
- he pushed the company to the brink of collapse by running up \$19 billion in debt and spooking investors with confusing financial communications;
- despite allegations of accounting misdeeds at the company, he kept offering wildly optimistic predictions of advertising revenues;
- he neglected the company's manufacturing operations;
- his biggest mistake was clinging too tightly to power;
- he resigned because of the allegations of sham energy trades and accounting fraud;
- he was ousted when board members discovered that he never graduated from Stanford University's business school as he had claimed;
- his career was marked by a flawed strategy, questionable acquisitions, manufacturing controversies, and the ethical lapses at the company.

- 4. Work on the “*TOP RUSSIAN BUSINESSMEN*” project. Choose one of the prominent Russian businessmen. Find some information about their background and career, account for their success in business, and in class make a list of the best (and possibly worst) Russian businessmen.

- 5. Read the text and be ready to discuss it in class.

## **Want Innovation? Hire a Russian**

*by Moon Ihlwan*

Korean companies are cashing in by *signing up low-cost engineers*.

Few companies have *made a bigger splash* in global markets in recent years than Samsung Electronics Co. The South Korean company has *blasted* past its Japanese and U.S. *competitors* to take a big share of the international electronics and mobile-phone markets. Last year it boasted profits of \$5.1 billion on revenues of \$37 billion. And one key to Samsung's success has a surprising address: 1 Bolshoi Gnezdnikovsky Lane, Suite 300, in Moscow. That's the home of the Samsung Research Center. Opened in 1993, it now employs 80 engineers and scientists and was largely responsible for 50 international patents in 2003 alone. Among the Russians' achievements: frequency-filtering technology, which vastly reduced noise on Samsung's now-ubiquitous mobile phones. "Russia is our No.1 destination for *technology outsourcing*," says Cha Dae Sung, who is in charge of "global technological cooperation" for Samsung.

And Samsung is not alone. LG Electronics, Daewoo Electronics, and hundreds of smaller companies *rely heavily on* Russian engineers, who labor either from Korean suboffices in Moscow or in the office towers in Seoul. "There's *an enormous pool* of scientific and engineering talent we can tap into in Russia," says Song Yong Won, Russia specialist at the state-run Korea Institute of Science & Technology.

## **Cooling Pipes**

Examples of Russian technical prowess abound. It was a Russian scientist, Elena Klalkina from Moscow State University, who ironed out problems in developing the highly efficient cooling pipes that are *a crucial component* of LG air conditioners.

Another Russian played a role in the invention of the long-lasting carbon-coated heads that helped Daewoo sell 4.2 million VCRs last year. And it was Russia's Institute for Information Transmission Problems in Moscow that helped develop the image-processing chips in Samsung's digital TVs.

Why are so many Russians working for Koreans? Partly because Russia itself has been so slow to develop its *homegrown industries*. Moreover, Korea can no longer depend on its traditional industrial patron, the Japanese. It was Mitsubishi Motors that taught Hyundai Motor to build cars, Nippon Steel that helped build Posco's first steel mill, and Sanyo that introduced television technology to Samsung. Now these companies are not so generous with its expertise.

So Korea's industrial chieftains turned northward to exploit Russia's underemployed educated class. An electrical engineer working for a Korean company pulls down \$3,000 to \$5,000 a month, five times more than a similar job pays in Russia. "The beauty of employing Russian engineers is that they offer excellent stuff at a much lower cost than their Western equivalents," says Han Jeung Su, a director at Salus Biotech Corp. Salus's claim to fame: It has sold 70,000 vials of a hangover remedy, called KGB, based on a treatment developed to remove toxic substances from the bloodstreams of Russian cosmonauts.

Uses have also been found for technology developed by the Soviet military. ChungHo Nais Co. of Seoul has adapted an electronic plate that was once used to cool Soviet tanks in Afghanistan for use in chilling drinking water. The technology was also used for a three-compartment appliance that chills, ferments, and stores kimchi, the spicy pickled cabbage found on every Korean dinner table.

If the Korean government *has anything to do with it*, the Russian *contribution* will get stronger. Seoul is helping some 60 Korean *startups* with \$19 million in grants and loans to tap *underused Russian technology*. "We want to act as a *go-between* to match Korean startups with Russian scientists," says Kim Sang

Hwan, an exec at the state-run Korea Techno-Venture Foundation. And as long as the money is good, the Russian inventors will never say *nyet* to prospective Korean employers.

(BUSINESSWEEK, March 8, 2004)

► 6. Questions and discussion points:

- 1) What do you feel about the information above?
- 2) Would you personally prefer working for a foreign employer?
- 3) Why is Russia so slow to develop its home industry, in your opinion?
- 4) What do you think is the reason for high innovation potential of Russia?
- 5) Support or challenge the following statements:
  - a) It's great that Russian scientists apply their talent and receive good money for it.
  - b) It's humiliating that Russian engineers have to work for foreign companies and not for their own country.
  - c) I would never agree to work for a foreign boss; I would prefer to boost Russian economy.
  - d) It neither matters who you work for nor what you do as long as you're paid handsomely.



7. Watch the TED-talk of Paul Piff "*Does money make you mean?*"

► 1. Give Russian equivalents for the following:

- 1) a rigged game;
- 2) something was up;
- 3) consummatory behaviour;
- 4) pretzels;
- 5) people are onto us;



- 6) to become attuned to smth.;
- 7) a feeling of entitlement;
- 8) pro-social behaviour;
- 9) I've plotted for you;
- 10) fairly egregious;
- 11) social mobility;
- 12) small nudges;
- 13) egalitarianism;
- 14) to become generous of one's time;
- 15) to be malleable to changes;
- 16) commencement speech;
- 17) the most daunting challenge;
- 18) grassroots movements.

► 2. Give English equivalents for the following:

- 1) победить;
- 2) скрытая камера;
- 3) остановиться перед пешеходным переходом;
- 4) его обгоняет автобус;
- 5) в нашей повседневной жизни;
- 6) в ущерб другим;
- 7) Американская мечта недостижима;
- 8) подавляющее большинство;
- 9) нет никаких оснований полагать;
- 10) все слои общества;
- 11) вышло из-под контроля;
- 12) бороться с неравенством.

## **BUSINESS ETHICS**

- 1. How do we conduct ourselves in the workplace? Why have some managers been models of bad behaviour? Read an extract from the interview with Judith Martin, the

*BUSINESSWEEK* columnist known as Miss Manners, and be ready to answer the questions.

**You just wrote *STAR-SPANGLED MANNERS*, a look at American etiquette. How does the country rank?**

If you're asking how our etiquette system ranks, I would say it's both the best and the most influential in the world today. How do we rank as practitioners of it? Well, we have a lot of people who violate it, as does every society.

**Have we become more comfortable with boorish behaviour in the executive suite?**

This is a society in which greed has become wildly blatant. Have we become comfortable with it? No. People resent it. They're delighted when someone who has been getting away with this is caught by the legal system.

**We have seen a rapid escalation in executive compensation over the past decade. Is that a problem?**

It builds up resentment. I would doubt that people who are making skimpy wages have warm feelings toward an organization that creates such a divide between the rich and the poor.

**A lot of those rich execs do give to charity, and some of them seem to have their names on every building in their home town. Another example of bad taste?**

What happened to good old Anonymous? One very rarely sees Anonymous listed among donors anymore. It has become a competitive game because people believe they are gaining prestige. It's a good end but a rather pathetic means to get there.

**Let's say a donor is up on criminal charges. Can you take their name off the building if they go to jail?**

That's a rather ugly move unless you return the money. If a person is tainted or has ill-gotten gains, return the money. Then wipe off the name.

**In a recent interview with *HARVARD BUSINESS REVIEW*, you criticized the informality of the American workplace. What are the perils?**

We Americans pride ourselves on not tolerating phoniness, yet this is the biggest hoax – that people you work with are also your friends and that your jobs are a leisuretime activity. You're not equal to your boss or your staff. You have to work together in a cooperative and pleasant manner, but you don't have to be friends.

► 2. Questions and discussion points:

- 1) Support or challenge J. Martin's arguments.
- 2) Compare the situation in America and Russia in terms of business etiquette.
- 3) What do you see as the main problem of Russian business?
- 4) Are there any ways of fighting greed and corruption in Russian business, in your opinion?
- 5) How do you understand the concept of corporate culture? Is it an essential part of any successful business?



2. Watch the TED-talk of Christine Porath "*Why being respectful to your coworkers is good for business.*"

► 4. Give Russian equivalents for the following:

- 1) the effects of incivility (civility);
- 2) to mock and belittle someone;
- 3) to tease people, to sting, to tell offensive jokes, to text in meetings;
- 4) beauty is in the eyes of the beholder;
- 5) electrodes strapped to his bare chest;
- 6) work-related stress;
- 7) an outlier;
- 8) were treated rudely, disrespectfully or insensitively;
- 9) made insulting statements;
- 10) not just marginally, quite significantly;
- 11) a bug;

- 12) contagious;
- 13) become carriers of it;
- 14) this isn't confined to the workplace;
- 15) brainpower;
- 16) sneaky;
- 17) obnoxious;
- 18) made significantly more errors;
- 19) life-and-death situations;
- 20) gave the wrong dosage of medication to their patient;
- 21) People feel overwhelmed.
- 22) jerks get ahead;
- 23) in the long run;
- 24) an insensitive, abrasive or bullying style;
- 25) sabotage their success;
- 26) People won't have their backs.
- 27) radical candor
- 28) a biotechnology firm
- 29) thanking people, sharing credit, listening attentively, humbly asking questions, acknowledging others and smiling;
- 30) eye contact;
- 31) referrals;
- 32) to boost an organization's performance;
- 33) dropped in half;
- 34) Sales were declining.
- 35) barbwire fence;
- 36) guard towers in the parking lot;
- 37) a minimum security prison;
- 38) being tough-minded on standards and tenderhearted with people;
- 39) touch points;
- 40) daily interactions;
- 41) made employees feel valued and showed them that he was paying attention;
- 42) handwrote over 30,000 thank-you notes to employees;

- 43) be agile and mindful;
- 44) chips away at people and their performance;
- 45) It robs people of their potential.

► 5. Answer the following questions:

- 1) What is incivility, according to the speaker?
- 2) What can small uncivil actions lead to in the long run? Do you agree?
- 3) Speak about the link between civility and motivation.
- 4) What are the reasons for incivility in the workplace?
- 5) Does civility pay? Why?
- 6) What are the ways to lift people up?
- 7) How can civility at work boost the organization's performance?
- 8) Make up one question related to the speech to be asked in class.

► 6. Be ready to interpret for the speaker.

## **THE LANGUAGE OF BUSINESS**

► 1. Read the text, be ready for the discussion.

### **Communicating across cultures**

*by Herbert Lee*

In the international arena, recognizing cultural differences can make the difference between a successful business transaction and humiliating rejection. These guidelines will help you swing the deal.

Every country has its own way of saying things. The important thing is that which lies behind people's words.

*Freya Stark*

Many years ago, I asked a friend, (now my wife), from Hong Kong to visit me in Macau (on the south coast of China). She agreed to come the next Saturday afternoon.

So I sat around and waited. Two o'clock turned into four o'clock and I finally called her. "I thought you were coming over to visit." She replied, "I am coming – next Saturday!"

What I didn't realize was that in the Chinese way of counting time, "next" means "the Saturday following this one." That was my first lesson in communicating across cultures.

These days, people are traveling more than ever. Your next-door neighbor is as likely to be from Armenia as Arkansas. And your next *business trip* may take you anywhere from Mexico to Madagascar.

Communicating across cultures begins with the basic understanding that one size does not fit all. Simply because you practice certain cultural habits or patterns does not mean the rest of the world does. "When in Rome, do as the Romans do" makes perfect sense in Rome, Romania or Rio de Janeiro.

David A. Ricks, in his book *BLUNDERS IN INTERNATIONAL BUSINESS*, writes: "Cultural differences are the most significant and *troublesome variables* ... The failure of managers to fully comprehend these disparities has led to most international *business blunders*." Failing to recognize and *adapt to* these differences can mean the difference between a done deal and a faceless failure. Robert L. Stevenson, in his book *GLOBAL COMMUNICATION IN THE TWENTY-FIRST CENTURY*, says "language, more than anything else, is the heart of culture." Assumptions about culture affect the way people communicate with each other.

Culture usually refers to the diverse ways in which people think, act or behave – toward themselves, with their families and with people in their own society. Culture includes customs related to religious, social, political and family values. Various cultures have *divergent values* for time allocation and use, for family values and conversation, and for "personal space."

These differences need to be recognized, valued and appreciated before any real communication can take place.

The main criterion for understanding other cultures is simply to know your own. Very often, we don't know what our own culture is, so it's difficult to understand someone else's. Why do we shake hands when we meet? Why don't we discuss religion and politics in casual conversation? Culture provides *a framework for acceptable behavior*.

### **Listen with an open mind**

When trying to communicate across cultures, put aside personal feelings and listen deeply. So learn to “*hold your tongue*” and *develop your listening skills*.

It's easy to offend others with seemingly harmless remarks. Comments such as “those people” or “they are all alike except for you” or any statements regarding “us and them” create disunity and provide a poor backdrop to effective communication.

The more you know about your own culture and other cultures, the greater your chances are of bridging these differences. *Having an open mind* and being sensitive to differences are *key factors* in making you a better communicator.

### **Verbal and nonverbal behavior**

Language is much more than words. And every language has linguistic preferences. These linguistic preferences can often give clues about the behavior, manners and thinking of that particular culture.

Look for the nuances in the way people from different cultures use language. For example, the English use *understatement* and modesty; they are sometimes deliberately vague to avoid any confrontation and extremely polite. Spaniards and Italians on the other hand like *to be flowery* with their

language, preferring eloquence and expressiveness over exactness. Germans are very logical in manner and words.

Asians, including Japanese and Chinese, consider harmony an important virtue and will avoid confrontation at all costs. For that reason, they will often say “yes” to many things with the understanding of “Yes, I hear you” or “Yes, I understand,” and not necessarily “Yes, I agree.”

## **Gestures**

As Toastmasters, we realize the value of gestures. However, there are no universal gestures. (The only universal one would be a smile. A warm, friendly smile goes a long way toward conveying sincere interest in others).

What might be considered a gentle gesture in one culture could be a gross gyration in another. For example, in the West, to beckon someone to come over, you usually hold out your hand with the palm up and then move your fingers, gesturing the person to come. In Asian cultures this is considered vulgar. This gesture in Asia is done with the palm facing down and then rolling the fingers.

Communicating across cultures takes great sensitivity and *awareness*. By studying other cultures, we become more insightful and adaptable in our communication efforts. No one expects you to know all the nuances of his or her culture. Just as others are expected to respect and understand your culture, they will *make allowances* for any missed cues on your part. Leave plenty of room for *give and take*.


To become successful as a cross-cultural communicator:

- Remember that your own culture provides acceptable framework for behavior and belief.
- Be aware that your preferences and behaviors are culturally based and not the “correct” or only ones.



- Become sensitive to a range of verbal and nonverbal behavior.
- Have an open mind to other views and ways of doing things.
- Remember there are no universal gestures. What a gesture means in North America may be an insult in another country or vice versa.

(THE JOURNEY'S ECHO  
<http://hodu.com/across.html>)

- ▶ 2. Questions and discussion points:
  - 1) What do you understand by “cultural sensitivity”?
  - 2) What kind of failures in business can lack of cultural awareness lead to? Give examples.
  - 3) Do you agree that language is much more than words?
- ▶ 3. Every day you have to face a lot of challenges while at work. Discuss with your partner the possible solutions to the following problems:
  - 1) You’ve been working hard, but your boss never recognizes your achievements.
  - 2) You didn’t get a promotion you feel you deserved.
  - 3) You want a raise but don’t know how to ask for it.
  - 4) You have an office romance but want to keep your career intact.
  - 5) You are asked to the party you’re unable to attend.
  - 6) A colleague keeps giving you all his/her work to do. You’ve decided to put an end to this.
-  4. Watch the TED-talk of Melinda Epler “*Three ways to be a better ally in the workplace.*”
- ▶ 5. Give Russian equivalents for the following:
  - 1) my dream job;
  - 2) I hit the glass ceiling hard (it hurt like hell).

- 3) little behaviours and patterns that slowly chipped away at my ability to do my work well;
- 4) They ate away at my confidence, my leadership, my capacity to innovate.
- 5) Some of my ideas are flat out dismissed and then brought up by somebody else and championed.
- 6) toxic workplace culture and microaggressions (slight – неуважение) ;
- 7) impede your ability to do your work well;
- 8) collective capacity to innovate;
- 9) unlearning what we know about success and opportunity;
- 10) hard work pays off;
- 11) And that's where allyship comes in.
- 12) helping them succeed and thrive with us;
- 13) more diverse and inclusive teams;
- 14) there are many people who are underrepresented;
- 15) face barriers and discrimination;
- 16) We have a major bias toward youth in the tech industry.
- 17) Start by doing no harm.
- 18) to unlearn and to relearn;
- 19) Give me your full attention. Close your laptops, put down your cellphones and pay attention.
- 20) Don't interrupt.
- 21) Echo and attribute.
- 22) Number two, advocate for underrepresented people in small ways.
- 23) Mentor or sponsor them.
- 24) Volunteer for a STEM program (focus on science, technology, engineering, and math) serving underserved youth.
- 25) Transform your team to be more diverse and inclusive.
- 26) And make real commitments to creating change here.
- 27) Hold yourself and your team accountable for creating change.

- ▶ 6. Answer the following questions:
  - 1) Why did Melinda's dream job turn into the worst professional experience?
  - 2) What groups of people are underrepresented in the workplace today?
  - 3) What is allyship? Why is it important?
  - 4) What are possible reasons for being an ally?
  - 5) What can you do as an ally?
  - 6) Make up one question related to the speech to be asked in class.
- ▶ 7. Be ready to interpret for the speaker.
- ▶ 8. Study the following text and make use of some techniques offered in it.

### **Saying No – Without Making Enemies or Getting Fired**

*by Kirstin Carey*

Turning down a request you know you're not in a position to handle isn't always easy, especially when the person asking is in a position of authority. Learn the right technique and enjoy more control over your schedule – and over your life!

I chair a committee for a local charity that was in financial dire straits due to the reallocation of funds as a result of 9-11 relief efforts. Our organization lost \$85,000 in funding for the year and was barely able to pay the rent. My committee was in charge of getting this message out to past donors quickly in hopes of sustaining the organization.

Two weeks after the donor contact information was given to the committee members, I e-mailed the committee to see how they were doing with their calls.

Here is one of the responses:

*“Things have been crazy busy at work and I have not been able to make the calls yet and I’m leaving on vacation after tomorrow until Monday which means I will have a lot to catch up on when I get back. I will try to make the calls as soon as humanly possible.”*

What did this woman really want to say? She wanted to say she was sorry, but had over-committed her time and would not be able to make the calls.

Instead, she made herself sound like a frazzled mess who placed the calls at the bottom of her *To Do* list.

It would have been so much more powerful if she had just admitted that she had over-committed and simply couldn’t make the calls. Listing all the things that made her day busy and more important than the calls, also made her appear unprofessional.

A more effective way to handle the situation would have been to say, *“I apologize for not finishing the calls as promised, unfortunately, I have over-committed my time. These calls are important and shouldn’t be put off any longer. Is there someone else on the committee who has some additional time to make them?”*

This approach would have shown that she recognized she would not be able to fulfill her promise, but is adult enough to admit it and let someone else make the calls in an effort not to make matters worse. When I asked the woman if she would like someone else to make the calls for her, she jumped at the opportunity.

If someone asks you to do something that you are unable to do or don’t want to do – simply say, “no.”

Here are some examples of ways to say no, without losing friends or getting fired.

**Your boss asks you to handle a project you couldn’t possibly finish on time**

You say: *“Our department is currently involved with three other projects. In order to finish this project on time, one of those*

*projects will need a time extension or to be delegated to another department. Is there someone else who can handle this project or can one of our other projects be delegated to another team?"*

You say: *"Can the deadline for this project be extended to the end of the month?"* If 'no', then use the answer above.

You say: *"That project will require my undivided attention. Which of the other items we are working on can I delegate to Mike?"*

Sitting in the food court in the mall one Saturday afternoon, I overheard a woman telling her husband about a ridiculous request made to her by her boss. The husband asked her how she responded to the request and his exasperated wife exclaimed, "It's my boss! What was I going to say... no?"

Saying 'no' effectively is a powerful tool. Those who say 'no' successfully have more control over their schedules and feel more in control of their lives, especially when it comes to saying 'no' to authority figures.

It's a tiny word, but it is jam-packed with power. Learn how to use it effectively and you will increase your power exponentially.

*(<http://hodu.com/say-no.html>)*

- 9. Read the following text and do the tasks after it.

### **Becoming Self-ful: Assertive Communication At Work**

*by Mimi Donaldson*

Being able to confidently and comfortably express your wants and needs while neither causing offence nor being offended is a crucial skill. In the workplace, that's often easier said than done – all the more so when the person you're speaking to happens to be your boss.

Do you find it difficult to express what you want and need to the boss? Are you unable to respond when you think you

should? Are you *frustrated by your powerlessness* in some *day-to-day interactions*?

The art of confidently and comfortably expressing your wants and needs without hurting or being hurt is *a crucial skill*. Few of us learned the art of *assertive communication* from our families.

As a result, we are ill-prepared *to meet the challenges of the workplace*, where people need to get results through other people. Priorities compete for attention and the “squeaky wheel” (often the overly aggressive person) gets the grease, especially in *an ego-driven environment*.

The most important issues in life are about needing or not needing the people we work with. It’s about confronting, “assuming,” *standing one’s ground* and, most of all, about courage. It’s about choosing.

We have to choose between telling the truth to someone who needs to hear it, or keeping the truth tucked away and unsaid. We must choose between being comfortable and safe, or risking discomfort and even the loss of some of our perceived popularity.

We also choose every day, between our hot-button responses (“*You can take this job and shove it!*”) or the appropriate response *suited to our long-term purpose*.

## **Patience and ‘hot buttons’**

*Maturity* is a measurement of patience: how long you can *put off* immediate gratification. We all know that you must put off a hot-button response (“*I’m just sure ... does it look like I have four hands?*”) for a long-term result. Being patient involves self-confidence. There are three different behaviors to choose from:

### **1. Selfish**

Since that time long ago when we whiningly started a sentence with “I want” and our mother called us “selfish,” we have been fighting that label. We’ve gotten it confused with “aggressive,” “pushy” – worse terms when *applied to women*.

## 2. Selfless

This is the *non-assertive* person who avoids conflict, at all costs. They “wimp out” of calmly expressing needs and wants. This person is not confident of their rights as an employee and as a human being. Some of these rights are: to be treated with respect; to be listened to and taken seriously; to have and express feelings and opinions; to ask for what you want; and to get what you pay for (how many of us have paid for a bad haircut – and given a tip?).

When we act selfless, we become a natural *victim* for every aggressor. They ignore our subtle signals of martyrdom, and attend to their own priorities *at our expense*. People who ask, “*Got a minute?*” end up taking half an hour because we *wimp out* of saying no.

## 3. Self-ful

This is a word I created. It doesn’t mean “full of yourself.” It stands for a person confident enough of their rights *to be assertive*: to ask for what they need and want without hurting other people. This takes skill and practice. It is the art of saying “no” to people and having them thank you for it.

Don’t think it’s possible? Assertive, “self-ful” people use a three-step action method. Here’s an example:

Tom knocks on top of your cubicle partition, leans in, and asks, “*Got a minute?*” Instead of glancing at your watch and saying, “OK” with a martyred sigh, you look up and analyze the request. You see his lower lip trembling and his eyes filling with tears. You know he wants to talk about his divorce – again – and you have a report to finish. You recognize this will not be a 60-second interruption, no matter what he said.

You resist the reflexive “hot buttons” response (“*In your dreams, pal*”) because you depend on Tom in your job. A *rapport* with him is a *priority* for you. Take the following three steps:

### Acknowledge

Use six-second empathy to tell him you understand how he feels and what he wants. “*Tom, you look upset – it looks like you*

*need to talk.” This calms him, because now he doesn’t have to work to make you understand. You have said, in essence, “I understand your priority – and it’s important.”*

### **Advise**

Let him know your priority – calmly, “self-fully.” You start out, *“Tom, here’s the situation. I have a report to finish for the boss, and it’s due in half an hour.”*

You have understood his need, and now you’re asking him to understand yours.

Many people, when told of your priority, will *back off*. But not Tom. That’s why there’s a third step.

### **Accept or Alter**

Accept the interruption with time limits (*“I can give you five minutes”*) or suggest an alternative or option (*“I’ll come to your cubicle when I’ve finished the report”*).

### **What about the boss?**

With *peers*, you have the “alter” option; Tom will actually thank you and go away happy. With the boss, your best option is almost always to accept. The boss’ priorities are your priorities – it’s in the job description.

However, don’t leave out the second step. Always advise the boss of your activities and priorities.

Sometimes you are keeping them informed and they’re grateful. And sometimes they want you to do it all anyway. This is when negotiation comes into play. But never *skip* step two.

That’s the self-ful step!

Being self-ful allows you to speak up and say what is important to you. It even allows you to correct the boss when you notice an error.

Better sooner than later. Remember – bosses hate surprises!

*(<http://hodu.com>)*



► 10. Questions and discussion points:

- 1) Do you agree that any workplace is an ego-driven environment?
- 2) What is the best way to behave with your colleagues? Your boss? Your subordinates?
- 3) What is emotional intelligence? Is it important only in the workplace?
- 4) What do you think of the three-step technique offered by the author?
- 5) How confident/nervous would you feel in the following situations? How would you behave? Explain why.
  - suggesting a social arrangement (e.g. a drink) to a colleague;
  - asking your colleague to do you a big favour;
  - socializing for the evening with a group of people you feel are senior to you (e.g. senior colleagues);
  - giving a ten-minute presentation to a group of fifteen or twenty people;
  - making a light-hearted speech at a corporate party;
  - making a complaint to your boss;
  - asking for a raise;
  - going through the interview with your potential employer.

Do you think you would do these things in any of the situations above?

- blush;
- giggle;
- slump and look bored;
- talk far too much;
- stumble over your words;
- get emotional or aggressive;
- avoid eye contact;
- look stiff and uncomfortable;

– get tongue-tied and not be able to think of anything to say.

- 11. Compare your answers working with the partner.  
Explain your opinion making use of the following phrases:

- 1) You could easily give the impression that ...
- 2) I think you might come across as being very ...
- 3) A lot of people might feel ...
- 4) I think it's much better to ...
- 5) I hope you won't mind if ...
- 6) I simply can't understand why you ...
- 7) This, I'm sure you will agree, is not a good way to ...
- 8) Well, I don't think I would ... if I were you.
- 9) Correct me, if I'm wrong, but ...
- 10) I may have missed something here, but ...



12. Listen to the beginning of J. Grisham's *THE FIRM*, read by D.W. Moffett.

- 13. Give English equivalents for the following:

- 1) старший компаньон;
- 2) тест на наркотики;
- 3) лучший выбор;
- 4) управляющий делами фирмы;
- 5) частное детективное агентство;
- 6) студенческие займы;
- 7) более молодые коллеги;
- 8) мы очень избирательны;
- 9) ценные бумаги, недвижимость и банковское дело;
- 10) угольные шахты;
- 11) диплом по дошкольному образованию;
- 12) частный детский сад;
- 13) повредить колено;
- 14) низкопроцентный заем;
- 15) в среднем.

- 14. Answer the following questions:
- 1) How did the author describe Mitchell McDeere? Why did he keep calling him “hungry”?
  - 2) Why was it mandatory for the firm to hire only married lawyers?
  - 3) Did Mr. McDeere meet the firm’s needs? Why?
  - 4) Who was present at the interview? What was Lamar Quin’s role there?
  - 5) What did Mitch feel at the beginning of the interview? At the end of the interview? What made him change his mind?
  - 6) What kind of questions were asked by the both parties? Are they usual ones for the interview?
  - 7) Focus on Mitch’s behaviour during the interview. Did he behave assertive enough, in your opinion? What impressed the employers?
  - 8) What do you think about personal matters discussed during the interview? If you were interviewed, would you mind answering questions like this?
  - 9) What have you learnt about Mitch’s background?
  - 10) What are the ways of succeeding in getting a job, as you see it?
- 15. Act out dialogues between the employer and an applicant in accordance with the following roles:

**Interviewer** – Ms Susan Kropf, Curator of Impressionist Art  
You work in the Museum of Modern Art. Next winter you are planning a large Van Gogh exhibition, with the cooperation of Amsterdam’s two major museums. You need a person to promote this exhibition to young people.

**Applicant** – Mr. Michael O’Leary, 22, unmarried.

You have recently graduated from Washington Square College at New York University. While attending, you were

fortunate enough to spend one semester abroad. You became largely involved with Amsterdam, mainly in the art. You spent many afternoons at art museums there, and now you possess an extensive knowledge of their collections. You feel that your knowledge of Van Gogh's work, the city of Amsterdam, and your general background in arts could be of value to Museum of Modern Art, that is planning a large Van Gogh's exhibition, with the cooperation of Amsterdam's two major museums.

**Interviewer** – *Mr. Stephen Case, General Sales Manager, Speller Automobiles, Ltd.*

You need an automotive sales and marketing assistant and have particular demands for the applicants:

- a Bachelor of Arts degree;
- excellent communication skills;
- ability to work well with people at all levels;
- eagerness to learn;
- preferably a man, no family.

**Applicant** – *Ms Andrea Young, 22, unmarried.*

You are a recent college graduate with a B.A. Degree in Automotive Marketing and Management. You have also been part of a family-owned distributorship for nearly all your life, so cars is your life! That is why, when you saw the advertisement for Automotive Sales and Marketing Assistant, you thought, that this is the job that was made for you. You are available immediately and can offer your employer competence, dedication and a good work ethic.

**Interviewer** – *Mr. John Dooner, Accounting Manager.*

You work at the General Office Supply Co. Your firm is opening a new branch in Forest Hills. You need a book-keeper, preferably a man.

**Applicant** – *Mrs. Martha Stewart, 45, married, 3 children.*

You live in Forest Hills and found out that General Office Supply Co. is opening a new branch there. So they will be moving even close to your home area. You are a member of the Forest

Hills Communication Committee, and have gained experience in all phases of book-keeping, as well as purchasing. You have dealt with General Office Supply several times, because they have supplied your committee with materials for your evening seminars. So their product lines are very familiar to you. So you want to make a contribution to the company in the new branch in Forest Hills. You feel that with your knowledge you could work as a chief book-keeper or a chief economist.

## **A FINAL DISCUSSION ON BUSINESS INSTITUTIONS AND BUSINESS AFFAIRS**

- 1. Answer the following questions:
- 1) Are you going to work as a translator or an interpreter with some firm? What do you find tempting in terms of work? What would influence your choice?
  - 2) Why are some people obsessed with the idea of making money? Would you do anything in the world to become rich?
  - 3) Do you agree that we live in a materialistic society? What are the advantages and dangers of a materialistic society?
  - 4) What do you think about the economic situation in Russia? Are there any hopes for Russian business?
  - 5) What problems can you face at work? What factors contribute to effective business communication?
  - 6) Why is business usually associated with greedy self-interest, unkept promises and betrayed trust?
  - 7) Is it important to mind your manners while at work? What is your idea of business etiquette?
  - 8) What are the principles of working in a team?
  - 9) Is it helpful to use humour in business communication? Give your examples of such situations.
  - 10) What are the cases when it is better to leave your job rather than keep it?

► 2. Agree or disagree with the following proverbs and sayings about money. Give your own examples to prove your standpoint:

- 1) Money is the root of all evil.
- 2) Money is power.
- 3) Money makes the world go around.
- 4) Money has no smell.
- 5) Money spent on the brain is never spent in vain.
- 6) Muck and money go together.
- 7) Money is a good servant but a bad master.
- 8) Money often unmakes the men who make it.

► 3. Expand on the following ideas of famous personalities:

- 1) “I think that business practices would improve immeasurably if they were guided by “feminine” principles – qualities like love and care and intuition” (*Anita Raddick, English businesswoman*).
- 2) “Here’s the rule for bargains: DO other men – for they would do you. That’s the true business precept” (*Charles Dickens, English writer*).
- 3) “Nothing is illegal if one hundred well-placed business men decide to do it” (*Andrew Young, American clergyman and diplomat*).
- 4) “You cannot be a success in any business without believing that it is the greatest business in the world... You have to put your heart in the business and the business in your heart” (*Thomas Watson Snr., American businessman*).
- 5) “Greed is all right... Greed is healthy. You can be greedy and still feel good about yourself” (*Ivan F. Boesky, American businessman*).
- 6) “The language of business is not the language of your soul or the language of humanity. It’s a language of

indifference, it's a language of separation, of secrecy, of hierarchy" (*Anita Raddick, English businesswoman*).

- 4. Write an essay on one of the following topics:
- 1) The only thing people are interested in today is earning more money.
  - 2) What adds up to job satisfaction for me?
  - 3) The most enjoyable job I could possibly think of.
  - 4) The least enjoyable job I have ever had.

## **USEFUL VOCABULARY**

### **Effective business**

to meet demands for transparent operations and ethical leaders

to generate investment banking business

to fight inflation

to stimulate domestic industry

to boost productivity

to seek greater efficiencies by investing in new technologies

to realize the potential of an integrated market

to hasten labor and product market reforms

to intensify competition

to succeed, despite extremely trying conditions

to eliminate booms and busts in economic activity

to keep up with demand

to hire the best creative, financial, and marketing brains in the business

to turn in strong profit increases

to serve the interests of shareholders

to motivate risk-taking, leadership, and hard work

to keep cool under pressure

## **Non-effective business**

to stumble in the changed environment  
to be destined for trouble  
to have restrictive labor practices  
to deter investment, innovation, and growth  
to have low level of competitive intensity  
to face an economic crisis  
to run out of cash and become bankrupt  
to be unable to outrun problems  
to be affected by rising unemployment  
to constrain revenue growth  
to underpay female employees and deny them promotions  
to leave shareholders and employees empty-handed  
to manipulate financial statements and mislead investors  
to play favoritism  
to divide the workload unfairly  
to display poor emotional intelligence

### ► 5. Translate into English using your active vocabulary:

1. Наш совет директоров сдерживает инновации и развитие.
2. Боюсь, что акционеры и все работники скоро останутся ни с чем.
3. Генеральный директор считает нормальным, что женщинам платят меньше, а нагрузки распределяются несправедливо.
4. У нашего управляющего есть любимчики, он никогда не позволит сделать новые назначения.
5. Растущая безработица ударит, прежде всего, по мигрантам. Им труднее всех ориентироваться в изменяющейся среде.



6. Наше правительство пытается стимулировать отечественную промышленность и повышать производительность труда.
7. Я думаю, что нам удастся справиться с ситуацией, несмотря на трудные условия.
8. Топ менеджеры должны уметь рисковать и сохранять спокойствие, несмотря на стресс и давление со стороны конкурентов.
9. Низкий уровень конкуренции не позволяет нам реализовать весь потенциал объединенного рынка, необходимо усилить конкуренцию.
10. Конечно, многие компании стремятся повысить эффективность своей работы за счет инвестиций в новые технологии.
11. Развитые страны Запада тоже столкнулись с экономическим кризисом и растущим уровнем безработицы.
12. Многие представители малого бизнеса в конце 90-х обанкротились, у них закончилась наличность.
13. К сожалению, не все представители большого бизнеса осуществляют только прозрачные и законные операции.
14. В годы перестройки правительство стимулировало инвестиции в банковский бизнес.
15. Хотя в стране появилось много мелких банков, они не смогли справиться с возникшими проблемами и вскоре разорились.
16. Для многих представителей бизнеса характерна эмоциональная нестабильность, они испытывают постоянный стресс.
17. Акционеры согласились на этот проект, потому что их ввели в заблуждение.
18. На ближайшем собрании проект будет пересмотрен, и состоится новое голосование.

## TEXT FOR CLOSE READING

### The Firm

by J. Grisham

A week before April 15, the *workaholics* at Bendini, Lambert & Locke reached maximum stress and ran at full throttle on nothing but adrenaline. And fear. Fear of missing a deduction or a write-off or some extra depreciation that would cost a rich client an extra million or so. Fear of picking up the phone and calling the client and informing him that the return was now finished and, sorry to say, an extra eight hundred thousand was *due*. Fear of not finishing by the fifteenth and being forced to file extensions and incurring penalties and *interest*. The parking lot was full by 6 a.m. The secretaries worked twelve hours a day. Tempers were short. Talk was scarce and hurried.

With no wife to go home to, Mitch worked around the clock. Sonny Capps had cursed and berated Avery because he owed \$450,000. On earned *income* of six million. Avery had cursed Mitch, and together they plowed through the Capps files again, digging and cursing. Mitch created two very questionable write-offs that lowered it to \$320,000. Capps said he was considering a new tax firm. One in Washington.

With six days to go, Capps demanded a meeting with Avery in Houston. The Lear was available, and Avery left at midnight. Mitch drove him to the airport, receiving instructions along the way.

Shortly after 1:30 a.m., he returned to the office. Three Mercedeses, a BMW and a Jaguar were *scattered* through the parking lot. The security guard opened the rear door and Mitch rode the elevator to the fourth floor. As usual, Avery locked his office door. The partners' doors were always locked. At the end of the hall, a voice could be heard. Victor Milligan, head of *tax*, sat

at his desk and said ugly things to his computer. The other offices were dark and locked.

Mitch held his breath and stuck a key into Avery's door. The knob turned, and he was inside. He switched on all the lights and went to the small conference table where he and his partner had spent the day and most of the night. Files were stacked like bricks around the chairs. Papers thrown here and there. IRS Reg. books were piled on top of each other.

Mitch sat at the table and continued his research for Capps. According to the FBI notebook, Capps was a *legitimate* businessman who had used the firm for at least eight years. The Fibbies weren't interested in Sonny Capps.

After an hour, the talking stopped and Milligan closed and locked the door. He took the stairs without saying good night. Mitch quickly checked each office on the fourth floor, then the third. All empty. It was almost 3 a.m.

Next to the bookshelves on one wall of Avery's office, four solid-oak file cabinets sat undisturbed. Mitch had noticed them for months but had never seen them used. The active files were kept in three metal cabinets next to the window. Secretaries dug through these, usually while Avery *yelled* at them. He locked the door behind him and walked to the oak cabinets. Locked, of course. He had narrowed it down to two small keys, each less than an inch long. The first one fit the first cabinet, and he opened it.

From Tammy's inventory of the contraband in Nashville, he had memorized many of the names of the Cayman companies operating with dirty money that was now clean. He thumbed through the files in the top drawer, and the names jumped at him. Dunn Lane, Ltd., Eastpointe, Ltd., Virgin Bay Ltd., Inland Contractors, Ltd., Gulf-South, Ltd. He found more familiar names in the second and third drawers. The files were filled with loan documents from Cayman banks, wire-transfer records, warranty deeds, *leases*, *mortgage* deeds and a thousand other papers. He was particularly interested in Dunn Lane and Gulf-South. Tammy

had recorded a significant number of documents for these two companies.

He picked out a Gulf-South file full of wire-transfer records and *loan* documents from the Royal Bank of Montreal. He walked to a copier in the center of the fourth floor and turned it on. While it warmed, he *casually* glanced around. The place was dead. He looked along the ceilings. No cameras. He had checked it many times before. The ACCESS NUMBER light flashed, and he punched in the file number for Mrs. Lettie Plunk. Her tax return was sitting on his desk on the second floor, and it could spare a few copies. He laid the contents on the automatic feed, and three minutes later the file was copied. One hundred twenty-eight copies, charged to Lettie Plunk. Back to the file cabinet. Back to the copier with another stack of Gulf-South evidence. He punched in the *access* number for the file of Greenmark Partners, a real estate development company in Bartlett, Tennessee. Legitimate folks. The tax return was sitting on his desk and could spare a few copies. Ninety-one, to be exact.

Mitch had eighteen tax returns sitting in his office waiting to be signed and filed. With six days to go, he had finished his *deadline* work. All eighteen received automatic billings for copies of Gulf-South and Dunn Lane evidence. He had *scribbled* their access numbers on a sheet of notepaper, and it sat on the table next to the copier. After using the eighteen numbers, he accessed with three numbers borrowed from Lamar's files and three numbers borrowed from the Capps files.

A wire ran from the copier through a hole in the wall and down the inside of a closet, where it connected with wires from three other copiers on the fourth floor. The wire, larger now, ran down through the ceiling and along a baseboard to the billing room on the third floor, where a computer recorded and billed every copy made within the firm. An innocuous-looking little gray wire ran from the computer up a wall and through the ceiling to the fourth floor, and then up to the fifth, where another computer

recorded the access code, the number of copies and the location of the machine making each copy.

At 5 p.m., April 15, Bendini, Lambert & Locke shut down. By six, at the parking lot was empty, and the expensive automobiles reassembled two miles away behind a venerable seafood establishment called Anderton's. A small banquet room was reserved for the annual April 15 blowout. Every *associate* and active partner was present, along with eleven retired partners. The retirees were tanned and well rested; the actives were *haggard* and frayed. But they were all in a festive spirit, ready to get plastered. The *stringent* rules of clean living and moderation would be forgotten this night. Another firm rule prohibited any lawyer or secretary from working on April 16.

Platters of cold boiled shrimp and raw oysters sat on tables along the walls. A huge wooden barrel filled with ice and cold Moosehead greeted them. Ten cases stood behind the barrel. Roosevelt popped tops as quickly as possible. Late in the night, he would get drunk with the rest of them, and Oliver Lambert would call a taxi to haul him home to Jessie Frances. It was a ritual.

Roosevelt's cousin, Little Bobby Blue Baker, sat a baby grand and sang sadly as the lawyers filed in. For now, he was the entertainment. Later, he would not be needed.

Mitch *ignored* the food and took an icy green bottle to a table near the piano. Lamar followed with two pounds of shrimp. They watched their colleagues shake off coats and ties and attack the Moosehead.

"Get 'em all finished?" Lamar asked, devouring the shrimp.

"Yeah, I finished mine yesterday. Avery and I worked on Sonny Capps's until five p.m. It's finished."

"How much?"

"Quarter of a mill."

"Ouch." Lamar turned up the bottle and drained half of it.

"He's never paid that much, has he?"

“No, and he’s furious. I don’t understand the guy. He cleared six million from all sorts of *ventures*, and he’s mad as hell because he had to pay five percent in taxes.”

“How’s Avery?”

“Somewhat worried. Capps made him fly to Houston last week, and it did not go well. He left on the Lear at midnight. Told me later Capps was waiting at his office at four in the morning, furious over his tax mess. Blamed it all on Avery. Said he might change firms.”

## DISCUSSION

- 1) What kind of a firm was Bendini, Lambert & Locke?
- 2) Why did the associates of the firm have to work so hard? What was so special about the 15<sup>th</sup> of April?
- 3) Why was Sonny Capps so furious?
- 4) Why did Mitch go to Avery’s office? What did he do there?
- 5) What proves that Mitch was working for the FBI?
- 6) Why did Mitch use the access numbers of his clients, while copying the files?
- 7) What have you learnt about the rules and customs of Bendini, Lambert & Locke?

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following:  
at full throttle; a write-off; the parking lot; the IRS; a legitimate businessman; the Fibbies; warranty deeds; mortgage deeds; with six days to go; the annual blowout; to get plastered.
- 2. Give English equivalents for the following:  
трудоголики; снять телефонную трубку; налоговая декларация; охранник; подняться на лифте; затаить дыхание; банковские квитанции о переводе денег;

договоры об аренде; заемные обязательства; компания по торговле недвижимостью; пенсионеры.

- 3. Explain the meaning of the words marked and translate the sentences into Russian.

- 1) When *is* your baby *due*?
- 2) Tomorrow it will be mostly cloudy with *scattered* showers.
- 3) You can find this book in the library *on open access*.
- 4) If we can't *meet the deadline*, they won't give us another contract.
- 5) Every *associate* hired by the firm was expected to work hard and keep quiet.
- 6) *Stringent* safety checks are made before every passenger flight.
- 7) They *ventured* into the dark damp forest.
- 8) What is the difference between *tax avoidance* and *tax evasion*?
- 9) If you can give me a *legitimate explanation* for why you took \$500 of company money, I won't fire you.
- 10) The best *rate of interest* the banks can offer is around 14 per cent.

- 4. Arrange the following words in pairs of synonyms and bring out the difference between them:

to scatter, revenue, to write, to neglect, lease, to shout, to spread, tired, payable, to yell, to ignore, legitimate, to scribble, income, due, haggard, informally, legal, rent, casually.

- 5. Arrange the following words in pairs of antonyms. Use them in sentences of your own:

to notice, fresh, to gather, casually, tax, to scatter, haggard, to ignore, formally, reward.

- 6. Paraphrase the marked sections of the following sentences:
- 1) Students' term papers *must be completed by* next Monday.
  - 2) Someone made a rude noise, which the teacher decided *to take no notice of*.
  - 3) The children were *shouting* at each other across the street.
  - 4) Looking *washed-out*, Nureyev spoke to the journalists about his illness.
  - 5) There are *rigorous* tests for bacteria on all food in the supermarket.
  - 6) Tony *wrote* the address on the back of the envelope *quickly and carelessly*.
  - 7) *Occasional* users of the library may not realize that they now need a computerized ticket.
  - 8) Did he have a *reasonable* excuse for being late?
- 7. Make word combinations out of the following words and learn them:
- Due*: acknowledgement, allowance, care, consideration, notice, regard, respect.
- Stringent*: tests, regulations, conditions, rules, necessity.
- Casual*: acquaintances, atmosphere, attitude, clothes, employment, filmgoers, friendships, labourers, meetings, remarks.
- Legitimate*: business, child, claim, explanation, expectation, heir, interest, purposes, reason, theatre.
- 8. Fill in the sentences with the appropriate words stating their differences. Translate the sentences.



*profit, gain, interest*

- a) If private hospitals are operating purely for ..., how can we be sure they have the patient's best interests at heart?
- b) The company's ... at the end of last year was 3 million dollars.
- c) The ... can be paid directly to you or added to the money in your savings account.

*lease, loan, mortgage*

- a) The farmers don't own the land – they hold it on ...
- b) They intend to buy the house if they can get a ...
- c) I'm hoping my parents can lend me the money. You have to pay so much interest on a bank ...

*salary, wages, income, wage*

- a) They earn the basic ... of \$11.50 per hour.
- b) He receives a fabulous ... as chairman of the company.
- c) Her pension is her only source of ... now that she's retired.
- d) If I take a holiday I'll lose out on two weeks' ...

*business, dealings, venture*

- a) We are prepared to lose money on this ... – it is in our long-term interest.
- b) European ... now makes up 40% of our total turnover.
- c) The company has to pay a lot of tax on its financial ... during the 2006-07 tax year.

► 9. Translate into English with a special care for the marked words and phrases:

- 1) Теперь, когда она потеряла все свои деньги, бывшие друзья *перестали с ней общаться*.
- 2) Туристы *разбрелись* по городу.

- 3) Когда она увидела паука, она так *закричала*, что паук испугался и убежал.
- 4) Какова сегодня в России ставка *подоходного налога*?
- 5) *Последний срок* подачи заявлений – первое июня.
- 6) Молодой юрист выглядел *измученным*. Он сказал, что не спал последние три ночи.
- 7) Это было *совместное* итало-американское *предприятие*.
- 8) Джон относится к учебе крайне *несерьезно*.
- 9) Он имел *легальный* бизнес, который позволял ему отмывать грязные деньги.
- 10) В соответствии с контрактом, вы должны выплатить *проценты по займу* до конца этого года.



10. Listen to the text *TAX TIME IN US*.

► 11. Give English equivalents for the following:

- 1) устанавливать федеральные налоги;
- 2) напали на представителей власти;
- 3) сборщик налогов;
- 4) обеспечить исполнение закона;
- 5) собирать большую часть денег посредством пошлин;
- 6) налоги на торговлю;
- 7) облагать налогом заработную плату;
- 8) отменить подоходный налог на физических лиц;
- 9) принять поправку к конституции;
- 10) налоги на доходы коммерческих предприятий;
- 11) Налоговое управление;
- 12) налоговые ставки.

► 12. Translate into English using your active vocabulary:

1. Иногда неплательщики (должники) нападают на представителей власти.
2. Задача сборщиков налогов – обеспечить исполнение закона, но они тоже часто проявляют агрессию. Были случаи насилия и угроз.
3. Американцы достаточно редко принимают поправки к своей конституции.
4. Маленькие домики были разбросаны на склоне горы, в прошлом почтальонам было очень трудно доставлять туда почту.
5. Наше правительство имеет право устанавливать местные налоги, но налоговые ставки не являются высокими.



12. Watch the film *THE FIRM* and answer the following questions:

- 1) Speak of your overall impression of the film.
- 2) Sum up the characters of the film: Mitchell McDeere, Abby, Avery Tolar.
- 3) What was the ethical code for the lawyers? Did Mitch follow it?
- 4) How is the change from a “green” grad to a mature man and a professional lawyer shown in the film? Is it largely due to Tom Cruise’s acting skills?
- 5) Why did Mitch agree to work for a small firm in Memphis having in store the offers from major firms?
- 6) What truth did he discover about the firm?
- 7) How was Mitch’s marriage affected by his work?
- 8) Mitch went through hard times being blackmailed both by the FBI and the firm “security director” William Devasher. What did they threaten him with?
- 9) Why did Abby go to the Cayman Islands?

- 10) How did Mitch manage to find a way out of the dead-end and survive?
- 11) In the book Mitchell McDeere leads the firm into the hands of the FBI, thus, killing his own legal career. Why do you think the film has a different ending?

## TEXTS FOR FREE TRANSLATION

### Как завоевать клиента

Джон Гроумен, вице-президент компании «Эпсилон», подразделения «Америкэн Экспресс», которая принадлежит к наиболее крупным фирмам по ведению баз данных, говорит, что для расширения бизнеса существует только три пути. Вот они:

1. Стремитесь иметь больше покупателей. Новые посетители и покупатели увеличат оборот уже тем, что ваши товары или услуги увидят больше людей.
2. Стремитесь к тому, чтобы ваши покупатели делали покупки чаще, тогда вы сможете ему или ей продать больше. Заставьте работать на себя закон средних чисел, предоставляя покупателю дополнительные поводы снова зайти к вам за покупками.
3. Стремитесь, чтобы вошедшие в ваш магазин покупатели купили как можно больше. Так будет, когда вы превратите покупателей в своих клиентов и приверженцев. Оказывая постоянным и крупным покупателям все больше дополнительных услуг и особенно предоставляя им различные льготы, вы сможете резко увеличить оборот при наличии все тех же покупателей.

### Самый главный секрет бизнеса

Помните кадры из вестернов, когда камера крупным планом показывает плакат с фотографией грабителя, где большими буквами выведено: «РАЗЫСКИВАЕТСЯ ПРЕСТУПНИК»? А ниже – его имя? А еще ниже, еще более крупными буквами – «ВОЗНАГРАЖДЕНИЕ»? Смысл прост: нужно предложить человеку вознаграждение за какой-либо поступок, и эффект будет гораздо больший, чем если бы просто сказать ему, что вам от него что-то требуется. Вам требу-

ется, чтобы ваши коммерческие агенты заключали больше сделок? Больше сделок они заключат тогда, когда вы предложите им за это вознаграждение! Вам нужно, чтобы к вам в магазин приходило больше покупателей, чтобы они покупали больше ваших товаров? Они придут и купят их больше, если вы предложите им за это вознаграждение! Этот метод основан на том, что мы называем «психологией вторичного интереса». Означает он следующее: Вы можете убедить человека купить что-то, что вы хотите ему продать, если вы в качестве вознаграждения предложите ему что-то еще, что он хочет купить. Гораздо проще осуществить продажу, если вы перестанете концентрировать свое внимание на том товаре, который вы хотите продать, а вместо этого предложите что-то еще, что хочет приобрести данный покупатель. Именно поэтому в различные «киндерсюрпризы» вкладывают игрушки. Именно поэтому по случаю открытия каких-либо новых фирм вам в рекламных объявлениях предлагают бесплатные джипы и круизы. Именно поэтому фирма «Проктер энд Гэмбл» предлагает вам пятидолларовую кассету с новым диснеевским мультфильмом, если вы купите одно из их изделий и пришлете им верхнюю часть упаковки. Люди делают покупки лучше и быстрее, если вы предложите им за это вознаграждение!

*(М. Рафл, Н. Рафл)*

### **Язык в «нарезке»**

«Не будете ли Вы возражать против того, чтобы я открыл окно?» «Не могли бы Вы, по возможности, мне помочь?» Как вам такие фразы? Иногда кажется, что они звучат излишне помпезно, подобно той, которую говорил Мюнхгаузен в известном мультфильме: «Не будет ли столь любезен многоуважаемый джинн...». Но, как ни странно, в английском, да и многих других иностранных языках, такие

фразы – ничуть не насмешка или неуместно высокий стиль, а самые обычные общепринятые нормы вежливости.

Еще один вопрос. Как бы вы перевели с английского языка слова *baton* или *compositor*? Честно говоря, не знаю, что именно пришло вам в голову, но, скорее всего, это достаточно далеко от истинных значений этих слов. Потому что слово *baton* означает «дирижерская палочка», а *compositor* – вообще-то «наборщик в типографии».

К чему было все это вступление? На самом деле, не к тому, что иностранные языки все-таки стоит учить, – с этой мыслью уже давно свыклись как минимум процентов 90 трудоспособного населения нашей страны. А к тому, что если уж учить язык, то лучше делать это, что называется, с чувством, с толком и с расстановкой. А именно – вникая во все детали и тонкости.

### **Заходила дама на базар**

Вы, конечно, можете возразить, что это совершенно не обязательно. И добавить, что вы знаете людей, которые не только не вдавались в тонкости, но даже и к изучению языка не приступали. И даже можете рассказать какой-нибудь реальный случай, вроде такого.

Одна весьма уважаемая дама, топ-менеджер крупной компании, проводила свой отпуск в Турции. Понятно, что в этой стране, как и в любой другой, которая кормится практически исключительно за счет туризма, английский язык пришелся бы очень и очень кстати. Но, к сожалению или к счастью, факт остается фактом – этим языком, да и любым другим иностранным, дама не владела. А отдыху по системе *all inclusive* (кстати, это тоже английское выражение – «все включено») это никоим образом не мешало.

Но случилось так, что в последний день своего пребывания в этой солнечной стране дама решила посетить небольшой базарчик, находившийся в нескольких минутах

хотьбы от ее отеля. На этом базарчике продавалось практически все, что душе угодно, и среди этого разнообразия и великолепия дама обнаружила очень красивые и необыкновенно дешевые ювелирные изделия. Что покорило ее окончательно, так это то, что продавец мог прямо тут же, на базарной площади, подогнать украшение под необходимый размер: поджать, растянуть, укоротить или, наоборот, удлинить.

И вот по прошествии некоторого времени женщина нашла себе кольцо, которое ей приглянулось настолько, что она была готова его купить, не сходя с места. Оно было немного велико, но продавец, радостно улыбаясь, объяснил знаками, что она может его оставить, а вечером подойти, и уже тогда он его немного подожмет.

Все бы хорошо, но в этот самый день пятичасовым рейсом дама улетала домой, в Санкт-Петербург. Поэтому вариант, предложенный продавцом, ей ну, никак не подходил. И тут как раз встала языковая проблема: как это объяснить.

Дама сделала все возможное. Она поднимала в воздух руку с растопыренными пальцами, наглядно изображая цифру «пять», стучала по циферблату часов, отчаянно мотала головой, «летала» по площади с вытянутыми руками, громко жужжа и изображая самолет, потом снова показывала на часы и стучала по циферблату...

В итоге история закончилась к всеобщему удовлетворению. Турок все понял, улыбнулся еще шире и прямо в тот же момент поджал кольцо; дама улетела домой с новым украшением, причем даже не опоздала на самолет. Короче говоря, happy end.

Итак, вполне возможно, спросите вы, – разве этот случай недостаточно наглядно доказывает, что изучение иностранных языков отнюдь не является императивом? Вместо ответа позвольте мне рассказать вам, чем все закончилось на самом деле – не там, в Турции, а здесь, в Санкт-Петербурге.

Турецкий опыт не прошел для дамы даром. По приезде домой она первым делом взяла телефонный справочник, об-



звонила энное количество компаний и... записалась на курсы английского языка!

Рассказав эту историю на одном из занятий, она закончила ее словами: «И я подумала: как же это я, человек с высшим образованием, с высокой должностью, с хорошей зарплатой, жужжу посреди базарной площади в Турции, развлекая собравшуюся толпу?! Так дело не пойдет, надо уметь объясняться по-человечески».

И действительно, под этими словами – «объясняться по-человечески» – наверное, смогут подписаться многие из тех, кто решил изучать иностранные языки. И все-таки, особенно, если изучение иностранного языка связано с работой и карьерой, – стоит задуматься о том, как изучить язык во всей его полноте.

Если вы вспомните те слова, о которых я говорила в начале нашего разговора – *baton* и *compositor* – то будет понятно, что некорректный перевод слова может повлиять как минимум на смысл того, что вы хотите сказать, или того, что сказали вам. А там – как говорится, из чашечки кофе может вытечь все, что угодно.

### **Слово – не воробей**

Сколько тонн нужно отгрузить по этому договору – восемь или восемнадцать? А если встречи проходят *once in a blue moon* – это часто или редко? И почему это вам не дали добавку пирога, если на вопрос “Do you want more?” вы, как воспитанный человек, ответили “Thank you!”? Как видите, кажущиеся мелочи – в произношении или в культуре языка – выходят на первый план.

Конечно, вы можете мне возразить, что начинающим изучать язык не до мелочей: сначала бы преодолеть языковой барьер, а вот потом... А вы поверите мне, если я скажу, что языковой барьер – это что-то вроде мифа, который за давностью лет никто просто и не пытается опровергать?

Почему в большинстве случаев возникает этот пресловутый языковой барьер? Из-за одной простой причины: вполне человеческого страха попасть в нелепую ситуацию, наделать ошибок и в результате оказаться не только не понятым, но еще и осмеянным. Но мы все часто забываем об одной достаточно простой вещи: люди в большинстве своем достаточно доброжелательные существа. И если вы поставите себя на место тех иностранцев, которых многие изучающие иностранный язык так боятся, вы поймете, что это действительно так.

### **Без страха и упрека**

Давайте представим такую ситуацию. Санкт-Петербург, лето, Невский проспект. Вы идете неторопливо, в кои-то веки никуда не торопясь, поэтому, когда у вас над ухом раздается «Э-э-э...», вы останавливаетесь и оборачиваетесь посмотреть, а в чем, собственно, дело. И видите следующее. Перед вами, с несчастным видом и картой в руке стоит взмокший турист. И говорит примерно следующее: «Excuse me... я надо... oh, по... мне хотеть идти... Айзек... Исаак собор...», и все это с чистейшим американским акцентом.

А теперь скажите, неужели вы покажете на него пальцем и рассмеетесь ему в лицо за его неумение правильно построить простейшую фразу? Нет, конечно. Если вы действительно никуда не спешите, то вы, скорее всего, потратите на него несколько минут своего времени, разберетесь, что именно он хотел сказать, а потом – по карте или просто на словах – объясните, как ему попасть туда, куда ему так нужно.

И почему вы думаете, что люди в других странах устроены как-то иначе? На улицах какого-нибудь некурортного города Испании местные жители могут быть не слишком рады английской речи, но стоит им услышать от вас запинаящуюся и спотыкающуюся фразу на испанском, как они сделают для вас все – помогут, объяснят, а если увидят, что вам что-то непонятно, так и проводят. И во всех странах мира

человек, делающий попытки, пусть робкие и неуверенные, говорить на языке этой страны, вызывает только доброжелательное отношение, уважение, а иногда – даже восхищение.

Поэтому не бойтесь барьеров – они призрачны, потому что люди повсюду гораздо лучше, чем о них принято думать; не бойтесь мелочей и деталей – с ними можно договориться, а потом и подчинить их себе; думайте о том, как много границ и новых горизонтов откроется перед вами с каждым новым словом, которое вы узнаете. И самое главное – не бойтесь делать ошибки, а просто, как говорил Болеслав Пашковский, «Разговаривайте иногда на чужом языке, чтобы не забыть, как плохо вы его знаете».

И, напоследок, история, рассказанная генеральным директором ООО «Бродвей» Мариной Тюниной:

– Вообще, в моей практике довольно редко возникают какие-либо казусные ситуации при работе с иностранными партнерами, т.к. всегда на выставке есть либо переводчик, либо многие владельцы серьезных фирм говорят по-русски или по-английски, поэтому я всегда стараюсь оговорить все условия контракта до конца, зная уже за много лет работы все тонкости.

Мне припоминается одна ситуация, с одной стороны, смешная, с другой, грустная. Однажды на международной выставке меха в Гонконге я сделала заказ у совершенно новой, незнакомой мне фирмы. В конце переговоров, когда переводчик уже ушел, в знак признательности я пригласила хозяина фирмы в Петербург и подарила банку красной икры. На следующий день я улетела в Петербург. Далее наступило молчание, и на все мои электронные письма я так не получила ответа, соответственно, и заказанные шубы тоже.

На следующий год, когда я была в Гонконге, я, конечно, подошла на стенд этой фирмы и узнала, в чем же было дело. Оказалось, в икре. Я не учла тот момент, что китайцы не едят хлеб и, соответственно, не знают, что такое бутерброд. Жена хозяина фирмы поджарила на сковородке эту икру, сверху

посыпала сахар, т.к. китайцы любят сладкие соусы, и пряности, т.е. приготовила ее по-китайски. После этого несколько дней вся семья болела. Они решили, что я специально думала их отравить. Смешно и глупо... С помощью переводчика мы объяснились, и сейчас – большие друзья и работаем нормально. После этой истории, когда я начинаю работать с новыми фирмами, я дарю им только открытки и книги о Петербурге.

*(Инна Магарилл,  
THE CHIEF (ШЕФ), N5, май 2006)*

### **Нестандартные бизнес-решения**

Одна из основных целей большого бизнеса – это быть впереди своих конкурентов как минимум на шаг. Это сможет обеспечить появление новых клиентов, новых продаж и получение всемирной славы. В наше время тривиальными решениями в управлении своим бизнесом можно добиться мало чего. Чтобы быть на вершине, нужно придумать что-то нестандартное и оригинальное. Компании, о которых далее пойдет речь, смогли обвести вокруг пальца своих конкурентов именно благодаря креативным идеям и решениям.

Многие из представленных случаев уже вошли в мировую историю бизнеса и могут служить отличным примером того, как нужно находить и воплощать в жизнь рецепты успеха.

### **Роберт Тейлор и жидкое мыло**

В 1970-х годах был такой американский предприниматель, который изобрел жидкое мыло и продавал его с помощью своего небольшого бизнеса. Однако, изобретение не было запатентовано, так как идея сама по себе не была кардинально новой. Да и механизм насоса, без

которого использование жидкого мыла будет затруднительным, тоже был изобретен очень давно. Тейлор понимал, что если крупные производители бытовой химии начнут массово выпускать жидкое мыло в дозаторах, то перспектив для развития его маленькому бизнесу не видать.

И тогда находчивый предприниматель решил просто не давать возможности другим производителям получить заветные пластиковые помпы-дозаторы, которые крепятся к бутылочкам с жидким мылом. В те года в Соединенных Штатах было всего две фабрики, которые выпускали такие помпы, и Тейлор сделал у обеих заказ на их изготовление стоимостью двенадцать миллионов долларов.

На эту сумму можно было изготовить около ста миллионов дозаторов, и таким образом, следующие несколько лет обе фабрики работали только на то, чтобы выполнить заказ Тейлора. Конкуренты Роберта, конечно, могли изготавливать само жидкое мыло, но без удобной упаковки с дозатором, такой товар не был конкурентоспособным.

Осознанно пойдя на огромный риск, Тейлор не прогадал – уже через несколько лет его маленькая компания превратилась в огромный бизнес Colgate-Palmolive, производящий жидкое мыло, зубные пасты и другие средства гигиены.

### **«Oakley» и солнцезащитные очки**

Летом 2010 года в Чили произошло обрушение породы на шахте. Следствием этой трагедии было то, что 33 работника оказались на глубине примерно 700 метров без возможности самостоятельно выбраться наружу. Начались спасательные операции, которые длились аж три месяца. Безразличные люди и организации отправляли пострадавшим шахтерам еду, воду и другие необходимые средства для выживания. Компания «Oakley» решила

переслать горнякам также и свою продукцию – солнцезащитные очки.

Когда спасение шахтеров наконец-таки завершилось успехом и они выбрались из заточения, им пришлось надеть полученные в подарок очки, так как глазам было сложно смотреть на дневной свет после такого длительного нахождения в потемках.

На место происшествия, конечно же, прибыли корреспонденты практически со всех ТВ-каналов и печатных изданий, которые снимали на фото- и видеокамеры лица спасенных работников в очках от фирмы «Oakley». Таким образом, компания сделала себе бесплатную рекламу, которую увидела многомиллионная публика по всему миру, включая просмотры в интернете.

### **«Puma» и завязывание шнурков**

Всем известно, что крупные футбольные матчи всегда являются отличной площадкой для размещения рекламы. Одни компании обклеивают рекламными плакатами стадионы, другие пускают бегущую строку на телевидении во время прямой трансляции матчей. В компании «Puma» решили действовать намного проще, и в то же время намного гениальнее.

Они заплатили футболисту Пеле лишь за то, чтобы он завязывал шнурки на своих кедах на стадионе перед самым началом матча. Конечно, кеды на нем были от «Puma», и конечно, действия такого великого футболиста всегда попадали на главные экраны крупным планом.

По результатам рекламной кампании было выяснено, что этот хитрый маркетинговый ход оказался намного эффективнее размещенных вдоль стадиона рекламных плакатов.

## **«Asus» и производство компьютеров**

Когда-то производителем материнских плат для американской компании Dell занималась одна небольшая фирма в Тайвани. После длительного сотрудничества, эта фирма захотела поставлять Dell также и другие комплектующие, и выдавать на выходе компьютеры целиком. Компания Dell согласилась, ведь видела в этом только выгоду. Через время тайваньский партнер предложил свое участие также и в управлении поставками. Dell снова с радостью принял предложение. Совместная работа закипела с новой силой. Для компании Dell такое сотрудничество было более, чем выгодным: они занимались продвижением своего продукта на рынок, а всю рутинную работу делал за них тайваньский партнер.

В один прекрасный момент тайваньские специалисты в очередной раз приехали в Америку, но не для переговоров с Dell. Они поехали напрямик в главный офис одной из крупнейших сетей магазинов электроники и предложили на продажу компьютеры собственного производства. Эти компьютеры были такого же высокого качества, как и продукция Dell, но цена их была несколько ниже. Кстати, тайваньская компания, о которой шла речь, сейчас является одним из ведущих производителей компьютерной техники в мире и называется она Asus.

## **«МСІ» и невнимательность потребителей**

В 1990-х годах международная телекоммуникационная компания АТ&Т начала внедрение новой акции для своих клиентов. Согласно её условиям, каждый клиент данного оператора связи должен набрать номер 1-8-00-operator, после чего мог воспользоваться новыми тарифами на связь по сниженной цене. Основным конкурентом АТ&Т тогда была

компания MCI. Её специалисты сразу сообразили, на этом деле можно получить хорошую выгоду для себя.

Слово «operator» не является само по себе трудным для восприятия, но всё же допустить в нём ошибку можно. MCI добавили к своим номерам еще один, который выглядел так: 1-8-00-operator. Он всего лишь одной буквой (предпоследней) отличался от акционного номера AT&T, в остальном же полностью совпадал с ним. Таким образом, все клиенты AT&T, которые неправильно расслышали или записали номер, попадали в MCI. Ну а дальше с ними уже общались специалисты этой компании, используя все свои навыки и знания, чтобы сделать из них постоянных клиентов.

### **«Colgate» и совет клиента**

Когда зубную пасту в тюбиках только начали производить, отверстие в них делали очень узким – около 2 миллиметров. Конечно, выдавливать зубную пасту из такого отверстия было не очень удобно. Однажды компания «Colgate» решила провести некий конкурс среди своих постоянных клиентов на лучшую идею по усовершенствованию продукта. Один из потребителей выдвинул свое соображение по поводу увеличения диаметра отверстия в тюбиках зубной пасты. Сразу сотрудники «Colgate» восприняли эту идею в штыки: они не понимали, как это сможет увеличить продажи.

В результате долгих размышлений, всё же было решено запустить пробную партию зубной пасты в тюбиках с увеличенным отверстием. Продажи резко подскочили вверх. Почему? Всё просто: из больших отверстий люди выдавливали гораздо больше зубной пасты за один раз, поэтому тюбик заканчивался быстрее и приходилось покупать зубную пасту намного чаще, чем раньше.



Иногда, прислушиваясь к «голосу народа», можно найти идеи, способные изменить весь ход продаж и вывести бизнес на новый уровень.

### **«Lego» и рентгеновские снимки**

Конструкторы «Lego» являются любимейшим развлечением для миллионов детей во всем мире. Любят их даже самые маленькие, которые могут случайно проглотить мелкие детали конструктора. Потребители начали всё чаще жаловаться на то, что их дети «съедали» элементы от «Lego», которые было крайне трудно обнаружить во время рентгеновского исследования.

Отказываться от производства мелких деталей в «Lego» не стали, так как это могло существенно снизить интерес детей к их продукции. Компания подошла к проблеме к другой стороны: они начали добавлять в материал, из которого делались мелкие детали конструктора, специальный компонент, легко проявляющийся на рентген-снимке. Количество случаев проглоченных деталей это, может, и не сократило, зато существенно облегчило родителям и врачам обнаружение этих деталей в желудках детей.

*(<http://dengodel.com/interesting.html>)*

## Unit VII. EDUCATIONAL INSTITUTIONS

### WHERE TO STUDY AND WHAT TO LEARN

- 1. Read the text paying special attention to the italicised words and phrases, be ready for the discussion.

#### American Education System

*Compulsory education* begins at the age of 6 in most states and continues usually until 16. School consists of 12 grades: 6 years of *elementary school* and 6 years of *high school*, but this plan may be different in different states. Children move on to high school in the 7th grade and study there until the 12th grade.

Enrolling a child in an American public school is a fairly simple process. There are no interactions and interviews. The basic requirement for *enrollment* of a child in a *public school* is that you and your child live in the district. As a parent all you need to furnish is proof of residence with your name and address on it, like an apartment lease, though telephone and electric (utility bills) are widely preferred proofs. You will also be required to submit vaccination and other medical records.

In United States school year runs from September to June, with a full summer vacation. There are no national exams, although some schools and states have their own exams.

The American education system requires that students complete 12 years of *primary and secondary education* prior to attending university or college. This may be accomplished either at public (or government-operated) schools, or at *private schools*. These 12 years of schooling (or their equivalent) may also be completed outside the USA, thus giving foreign students the opportunity to pursue the benefits

of the American education system. In many fields and industries, the American education system offers the most *cutting-edge* (advanced), sought-after programs at the world's best schools.

When young people finish *secondary school* they go on to *community colleges*, which provide two years of *higher education* at minimal cost. A number of young people go to colleges and universities that provide four years of higher education necessary to receive a *bachelor's degree*, as well as additional education for a *master's degree*.

Generally, the system of higher education includes 4 categories of institutions:

- *the community college*, which is financed by the local community in different professions
- *the technical training institution*, at which high school graduates may take courses ranging from 6 months to three-four years, and learn different technical skills, which may include computer programming, accounting, etc.
- the four-year college, the graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS).
- the university

Any of these institutions may be either public or private. The public institutions are financed by state. Among the private universities the most famous is Harvard.

(<http://studyusa.com>)

- 2. Working in groups, discuss the differences and similarities in the systems of education in the USA and Russia. Juxtapose the following parameters:
- the age when schooling starts;

- duration of learning;
- the amount of fees;
- systems of funding;
- the quality and the quantity of degrees.



3. Listen to text 4 “Any form of education other than co-education is simply unthinkable” from the course by L.G. Alexander “*FOR AND AGAINST*” and do the tasks below.



4. Give the words and expressions with the opposite meaning from the text:

- a co-educational school;
- a child;
- normal;
- academic activity;
- friendship;
- to discourage.



5. Give English equivalents for the following:

- 1) мягко выражаясь;
- 2) мириться с чем-л.;
- 3) навязывать что-л. кому-л.;
- 4) спортивные достижения;
- 5) успеваемость;
- 6) внеклассная работа;
- 7) соперничество между полами;
- 8) развеять иллюзии;
- 9) справиться с проблемой;
- 10) поставить пьесу;
- 11) сексуальные отклонения;

- 12) узнать друг друга;
- 13) дискуссия сводится к вопросу о целях образования;
- 14) набивать головы детей знаниями;
- 15) все встает на свое место;
- 16) отрочество;
- 17) снабдить будущих граждан всем необходимым;
- 18) модель общества в миниатюре;
- 19) главное достоинство совместного обучения;
- 20) преодолеть что-л.

► 6. Questions and discussion points:

- 1) Innumerate the arguments of the speaker in favour of co-education.
- 2) What are the aims of education, as seen by the speaker?
- 3) Think of the arguments against co-educational schools from the point of view of a teacher / of a pupil / of a parent.
- 4) If you were a child, would you like to study in a co-educational or a segregated school? Why? Why not?
- 5) What problems do adolescents face?
- 6) How well did your school prepare you for life in adult society? What differences in the range of subjects or methods of teaching do you wish there had been, and why?

► 7. Be ready to interpret for the speaker.

## REFORMS IN EDUCATION

- 1. Read the article, be ready to use the italicised words and phrases in the discussion.

### Education reforms to continue

The Queen's Speech says *raising educational standards* remains the government's main priority for Britain's prosperity – but no new legislation is timetabled. The government intends to publish *university reform proposals*, as is known already – they have been postponed until January. Secondary school reform will continue – through the implementation *of the existing provisions* in the Education Act, which became law this summer. And newspaper reports that there would be *spot fines* for *truants' parents* appear to have been premature although ministers are minded to move that way.

#### ***'Swifter action'***

The government repeats its determination *to tackle the issue* but points out it has already taken a number of steps – including giving courts the power *to jail parents of persistent truants*. Truancy sweeps are to be extended. As the Queen sat down, the Department for Education said it was “considering what more we can do to support education welfare officers and others in tackling truancy”. This might include “enabling them to take swifter and more effective action against parents who refuse *to take their responsibilities* seriously”. Proposals are promised “in due course”. Sources have indicated that “on the spot” fines are being considered.

#### ***Universities***

The government has set out the aims of its higher education review:

- improve access to universities by groups of people *currently under-represented* in higher education, especially students from *low-income families*;

- “set universities free” to build on their strengths and compete in the increasingly global market;
- strengthen standards of teaching and research;
- *respond to employers’ demands for more, high-quality graduates;*
- reform student support;
- cut “red tape and bureaucracy”;
- encourage stronger higher education – business links.

The shadow education secretary, Damian Green, said: “The government has been talking tough on truancy for years but they are still addicted to gimmicks rather than substantial policies.” Last week they floated the idea of instant fines for parents of truanting children but already they are backing away from this. “He said the government was “softening people up” for higher tuition fees – but should stop dithering and come clean about its intentions. Liberal Democrat spokesman David Rendel said: “It is time the government followed the example of the Scottish Executive by scrapping tuition fees and restoring grants.”

### ***Secondary schools***

Secondary school reform will, the government said, “*continue to promote opportunity and choice* through greater diversity for parents and pupils”. The Education Secretary, Charles Clarke, earlier this week stressed the provisions in the 2002 Education Act to give greater “earned autonomy” to successful schools. He has yet to spell out how this will work in practice, but told a conference in London that school inspectors would judge which schools deserved more freedom. He revealed that his department had received the first application from a school to disregard legislation if it acts as a barrier to experimentation.

### ***Afternoon out of class***

A primary school in England – which he did not name – had asked that all teachers be given Wednesday afternoons for planning and training while pupils would do a “wide range of

*enrichment and extra-curricular activities*". Mr. Clarke said: "It is a model that may work well for everyone involved, the school's workforce, children and parents." Eamonn O'Kane, general secretary of the NASUWT teachers' union, said: "The ability of schools which have earned autonomy to opt out of the national pay and conditions framework will cause teachers real concern" and would "meet with strong resistance". Mr. Clarke also said he saw no reason why all schools should not eventually qualify, which pleased John Dunford, head of the Secondary Heads Association. "One of the weaknesses in the earlier announcement about earned autonomy was the small number of schools likely to be involved," he said.

### ***'Investment needed'***

At the Association of Teachers and Lecturers, deputy general secretary Gwen Evans the government was right to recognise that truancy and other behavioural issues were "part of the jigsaw" that had to be tackled to enable teachers *to raise standards*. But she said: "What parents in difficulties need is access to a range of effective support services. "Otherwise, there's a real risk that the cost of improving *school attendance* will destroy already struggling families." She said ministers must not underestimate the *sustained funding* that would be needed *to back up* their measures.

(<http://news.bbc.co.uk/1/hi/education/2459685.stm> )

## ► 2. Questions and discussion points:

- 1) What is the government's main priority for Britain's prosperity in education?
- 2) What do experts offer to tackle the problem of truancy?
- 3) What aims for the university education were set by the government?
- 4) Explain in your own words the following quotation from the article: "Last week they floated the idea of instant fines for parents of truanting children but already they are backing away from this."



- 5) In what way will the secondary school reform go on?
- 6) What stands behind the initiative expressed as “Afternoon out of class”? Do you think it may be a good or a bad idea?
- 7) How do you understand the phrase “ministers must not underestimate the sustained funding that would be needed to back up their measures”?

## THE BEST UNIVERSITIES

- 1. Read the text, be ready to use the italicised words and phrases in the discussion.

### Cambridge University

Cambridge University is one of the oldest in the English-speaking world, one of the finest universities in the UK. The structure of modern Cambridge includes 31 independent colleges (2 offer Magistracy and Doctoral studies, 29 – Bachelor’s degree), more than one and a half hundred schools and departments. Cambridge University has been working in Britain since 1209.

The University *ranks first* in TOP ranking of universities in the world. Here *high-quality education* in the best British traditions *is available*. Leading experts of the world work with students *in various fields*. In the university, curatorship is practiced. Such system with students *allows to achieve high academic results*.

Training is as high-tech as possible. Students in the university are given an opportunity *to use the most advanced equipment* in academic and research activities. Also, students *have an access to* the resources of 114 libraries, 9 museums. Their free time students spend in sections and clubs on interests – they are on the campus employs more than 600.

## ***Programs and tuition / boarding fees, prices in Cambridge University***

Students are offered modern accommodation conditions. Life on the campus is held under the motto “maximum comfort.” Most students live in residences of Cambridge schools and colleges. Each is provided with a separate room with a design (styles from medieval to modern), Internet access. In residences in public access there are laundries, rest rooms, equipped kitchens. Students organize meals independently.

### ***Events at Cambridge University***

Social life is diverse. At the university, students are given an opportunity to creatively develop, play sports. Sports sections are divided into individual and team. The choice of sports is huge: rugby, rowing, football, basketball, volleyball, boxing, motocross, cross, athletics, gymnastics, badminton, fencing, shooting, rock climbing, curling, mountaineering, auto racing, hockey (ice and grass), horseback riding, polo, orienteering, parachuting, snowboarding, yachting, yoga and much more.

In addition, circles of theatrical art and music are offered to the attention of students. In Cambridge, there are more than 3 dozens of thematic clubs. There are many students who are keen on journalism. Students can try themselves in journalism in 2 Cambridge publications.

Walking tours in Cambridge, trips to neighboring cities are available to those who *enjoy sightseeing*. Permits can be purchased in a student council or in a club of interests.

### ***Daily routine***

*The schedule of lessons* is individual for each course and group. A typical Cambridge University student day includes academic pursuits, physical activity (sport), creativity and recreation.

### ***Advantages***

- Studying in the best university of the world is

prestigious. The Cambridge Diploma provides tremendous career prospects.

- Studying in Cambridge is not only a high-quality academic preparation. The University motivates its students to achieve high goals. Among graduates of Cambridge University there are 61 Nobel Prize winners.
- One of the most influential educational brands in the world. By prestige and level of influence, it can be compared with Harvard and Stanford.
- One of the most successful research institutes in Europe and the world. Cambridge University has a membership in a variety of international associations.
- The University is distinguished by an exclusive system of education, including mentoring. It provides the maximum level of attention to each student.
- The lowest level of *dropout* in the world.
- Diploma of Cambridge University – it is a huge career prospects. The specialists who studied at the university are highly valued by the employers of all English-speaking and many other countries.

### ***Equipment Cambridge University***

Each of the colleges is equipped with everything necessary for comfortable, effective studying. The educational buildings are equipped with spacious lecture rooms, auditoriums for classes and seminars, scientific laboratories. The pride of Cambridge are its libraries.

Also on campuses there are residences, cafeterias, cafes, shops, financial institutions (branches of banks), entertainment, sports infrastructure.

The University is a terrific mix of a very united student community and cosmopolitanity, especially in the summer when

tourists from all over the world come here. This historic city has everything for life: restaurants, cozy cafes, noisy bars, concerts for every taste, theaters, cinema, the central market and many shops.

*([https://en.wikipedia.org/wiki/University\\_of\\_Cambridge](https://en.wikipedia.org/wiki/University_of_Cambridge))*



## 2. Questions and discussion points:

- 1) What makes Cambridge University one of the top universities in the world?
- 2) Compare student life in Cambridge University and Russian universities. What are the similarities and differences?



3. Watch the video about Harvard University and translate the following text into English:

Гарвард – старейшее учебное заведение США, названное в честь его первого мецената, Джона Гарварда. В течение многих лет университет уверенно держит первое место в ведущих мировых рейтингах благодаря качеству преподавания и масштабам исследовательской деятельности, в его стенах учились или преподают более 40 нобелевских лауреатов. Отдельного упоминания заслуживает библиотека Гарварда, которая является самой крупной университетской библиотекой в мире.

Гарвардский университет является первым высшим учебным заведением в Соединенных Штатах. Он вырос из «Нового колледжа», решение о создании которого приняли голосованием члены Верховного Суда колонии Массачусетского залива в 1636 году. Тогда учебное заведение состояло всего из девяти студентов и одного преподавателя.

Три года спустя колледжу присвоили имя первого благотворителя, молодого миссионера Джона Гарварда из

Чарльзтауна, который оставил в наследство будущему Гарвардскому университету всю свою обширную библиотеку и половину имущества. Памятник Джону Гарварду стоит сегодня напротив University Hall, на территории знаменитого гарвардского двора. Бронзовый Джон Гарвард, – пожалуй, самый известный университетский ориентир.

За несколько веков небольшой колледж вырос в колоссальное учебное заведение с 20 000 соискателями степеней всех уровней, включая бакалавров, магистров, аспирантов и студентов, получающих профессиональные степени. Сегодня Гарвардский университет предлагает студентам со всего мира уникальный опыт учебы и образование по-настоящему глобального масштаба: в его состав входят 12 автономных факультетов (или школ) с дипломными программами, а также Институт передовых исследований Рэдклиффа.

Библиотека Гарвардского университета – крупнейшая в мире научная библиотека с фондом в 18,9 млн. томов. Она также содержит 174 000 наименований периодических изданий, около 400 млн. рукописей, порядка 10 млн. фотографий, 56 млн. архивных веб-страниц. Доступ к этой богатой коллекции обеспечивает почти тысяча сотрудников в 70 отделениях. Архив Гарвардского университета – не только старейший, но и один из самых полных университетских научных архивов в стране.

Гарвардский университет, который смело можно назвать синонимом прогресса и местом, где уже сегодня создается будущее, бережет и чтит свои старинные традиции, передавая их все новым поколениям студентов.

Университет Гарварда предоставляет щедрую финансовую помощь – свыше 60% студентов ежегодно получают стипендии или другую финансовую поддержку на общую сумму более \$160 млн, что позволяет талантливым людям со всего мира получить доступ к лучшему в мире образованию, принимать участие в передовых

исследованиях, уникальных программах стажировок.

Сегодня более 360 000 выпускников Гарварда живут в Соединенных Штатах и около 190 тысяч – в других странах по всему миру.



4. *The Times Higher Education World University Rankings*, powered by Thomson Reuters, are the only global university performance tables to judge world-class universities across all of their core missions – teaching, research, knowledge transfer and international outlook. The top universities rankings employ 13 carefully calibrated performance indicators to provide the most comprehensive and balanced comparisons available, which are trusted by students, academics, university leaders, industry and governments. Watch the video and do the tasks below.



5. Give English equivalents for the following:

- 1) престижный рейтинг;
- 2) три года подряд;
- 3) высоко оцениваться;
- 4) передовые ученые;
- 5) стимулировать экономику;
- 6) конкурентоспособность;
- 7) профессорско-преподавательский состав;
- 8) возможные шансы на трудоустройство.



6. Answer the questions:

- 1) How long have these rankings been held?
- 2) How many people are engaged in academic research?
- 3) Which universities dominate the rankings and why?
- 4) Due to what do Asian universities move up in the

rankings?

5) How do you understand the phrase ‘knowledge economy’?

6) What indicators are used in the rankings?

7) Who uses the data and for what purpose?

8) What is your idea of such rankings? Are they useful?

9) What prevents Russian universities from taking the top positions in these rankings, in your opinion?

## THE LANGUAGE TEACHERS AND STUDENTS USE



1. Watch the interview with a British linguist *David Crystal* and answer the following questions:

1) What is necessary for language acquisition?

2) What is typical of baby-talk?

3) Speak of the changes in the English language.

4) What are the driving forces of language development?

5) What is interesting about the word “like”?

6) Speak of the changes caused by the use of Internet.

7) Do you agree that texting increases literacy? Why?

8) Do you have to acquire British English accent if you learn the language?

9) What is Crystal’s idea of emojis in terms of their expressive potential?

10) What is the main linguistic challenge nowadays?

► 2. Be ready to interpret for the speaker.

► 3. Read the article and be ready to use the italicised words and phrases in the discussion.

## What student life is really like at a Spanish university

by Emily Allison

*From the hardcore nightlife to the fiery debates in class, I've found that being a student in Spain is very different to studying in the UK.*

Emily is a law student at the University of Bristol who is on a year abroad in Spain.

Studying law abroad at the University of Valencia in Spain has been *an eye-opening experience* for me. As someone who doesn't speak Spanish fluently, being *immersed in* new traditions and festivals proved difficult at first, but it has turned into an invaluable life experience.

According to a report by the British Council, Spanish is the second most widely spoken language in the world, with 400 million native speakers as of 2010. So it's no wonder that so many students are choosing Spain or South America as destinations for their year abroad.

Spain was the most popular *destination country* for *Erasmus students*, with 40,202 incoming students in 2013, according to a report by the European Commission, which funds the programme.

I'm sure not every international student studying in Spain will have the same experience as mine. Spanish universities are as diverse as any other country's, after all. But here's what I've learned so far from studying at a Spanish university.

### **Student-lecturer relationships are less formal – and all the better for it**

One of the first things I noticed was the informality of the classes. "Lecturers and students often call each other 'tío', which translates roughly in English as 'mate'," says Lizzi Gold, 20, a



chemistry student at the University of Bristol, who was also struck by *the casual nature of lectures* at Salamanca University.

“Professors in Spain will make an effort *to memorise every student’s name*, which we don’t see much of in the UK,” she adds.

After becoming accustomed to PowerPoint presentations, *handouts* and recorded lectures, stepping into the Spanish lecture theatre felt like I was travelling back in time. Our class was greeted by a cheery professor, a blackboard, a piece of chalk and a giant yellowing computer, which we later discovered didn’t actually work.

### **Seminars are lively, heated debates**

Another thing I noticed about my Spanish university early on was the constant debate and argumentative nature of seminars. At Bristol, where I study, questions from our *esteemed law professor* are met with frightened silence and students afraid to speak up for fear of being wrong.

By contrast, my seminars in Spain resemble lively debates with opinions and questions being shouted across the classroom. It’s refreshing to encounter students who are eager to question and *challenge their lecturers*, rather than simply accept their viewpoint. After a while, you start wondering who’s teaching whom.

### **The exam process couldn’t be more different**

When it comes to exams, you may as well forget your years spent essay planning and writing; *end of year examinations* often consist of 15-minute oral exams. Similarly with *coursework*, UK students are used to strict adherence to word limits and referencing. However, upon asking my Spanish professor about *the word limit* for my most recent piece of coursework, I was told that there was no word limit, and I could write as much or little as I felt like. To me, this was unheard of.

Alice Cottle, 21, a French and Spanish student from the

University of Sheffield studying at the University of Valencia, was also surprised by the *lax coursework requirements*. “One of our teachers was surprised at the number of students apologising for *submitting their coursework* a few minutes late. He said that if he had received them days or even weeks later, no *penalties* would be applied,” says Cottle.

While being so different from home, studying in Spain has changed my view of education

After studying in the UK for so long, it’s easy to become accustomed to solitary, independent learning. Developing square eyes from reading online legal journals for hours on end becomes the norm. Spain, however, has *shed new light on* the entire concept of studying.

Lax coursework *guidelines*, the informality of classes and the chance to deliver your own opinions allows for more freedom and innovation in your learning process. Once your Spanish starts flowing more freely, you begin to appreciate and understand the culture of Spain in a way you hadn’t grasped before.

Not so long ago, students wouldn’t have been offered the opportunity to study in another country. While this experience isn’t exactly what I expected and has been difficult at times, I’ve learned invaluable lessons and I would recommend it to anyone.

(*The Guardian*, April 2016)



### 3. Questions and discussion points:

- 1) What do you think of student-lecturer relationships in Russian universities? Do they resemble British or Spanish ones?
- 2) Would you like your end of year examinations to be oral or written ones? Why?
- 3) Would you prefer strict or lax coursework requirements? Why?
- 4) What would you like to change in your curriculum?
- 5) Would you like to spend a year of your study abroad? Which country would you choose?

## **CHEATING AND PLAGIARISM**

### **Cheaters never win, winners never cheat**

Read fragments from different texts and make a speech on the topic “Cheating and plagiarism”. Use the information given below and search the Internet for additional information. Cover the following aspects and say if cheating is a serious problem at your university:

- what is cheating;
- what is plagiarism;
- how to avoid them;
- how they are eliminated in some colleges and universities.

1. “Cheating is when a person misleads, deceives, or acts dishonestly on purpose. For kids, cheating may happen at school, at home, or while playing a sport. If a baseball team is for kids who are 8 or younger, it’s cheating for a 9-year-old to play on the team and hit home run after home run. Cheaters never win and winners never cheat”.

2. Can you guess what it is?

- Turning in another student’s work without that student’s knowledge.
- Turning in a paper a peer has written for the student.
- Copying a paper from a source without proper acknowledgment.
- Copying materials from a source, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source without appropriate documentation.
- Turning in a paper from a “free term paper” web site.
- Buying a term paper instead of doing it yourself.

*(<http://www.turnitin.com/static/home.html>)*

3. “Just as Mrs. Waldman hands out the spelling test, you see Jeff pull out a small piece of paper with a lot of little scribbling on it. Jeff tucks the note into his closed fist but soon takes it out again. While he’s taking the test, you see him looking back and forth between the teacher and his paper. There’s no mistaking it – he’s cheating.

Some kids cheat because they’re busy or lazy and they want to get good grades without spending the time studying. Other kids might feel like they can’t pass the test without cheating. Even when there seems to be a “good reason” for cheating, cheating isn’t a good idea.”

4. “In writing an essay, you may be tempted to copy straight from materials because you do not think you can write as well as the original writer, or you think that the reader might not know the original source and that you might get a better mark for your essay. Copying directly from another writer and pretending that their words or phrases are your own is called ‘plagiarism’. You must avoid this as it is a form of intellectual theft and is treated very seriously when it is discovered. You can avoid plagiarism by using the correct methods for quoting, paraphrasing, and referencing.”

*(Macmillan English Dictionary for advanced learners)*

5. “At school, in addition to cheating on a test, a kid might cheat by stealing someone else’s idea for a science project or by copying a book report off the Internet and turning it in as if it’s his or her original work. Copying someone else’s words or work and saying they’re yours is a type of cheating called **plagiarizing** (say: play-jeh-rise-ing).”

*D’Arcy Lyness*

6. “Cheating in education has become increasingly pervasive at all levels, according to survey research. One major cause is increasing anxiety among students about their future job prospects and financial security in a winner-take-all society. Other

causes include lax oversight by faculty and the ease of cheating via the Internet.”

*(Wikipedia)*

7. “A common venue for cheating is in education settings, where it takes a number of forms. Cheating on tests (or other school based work) may include the sharing of information among test takers or the use of covert notes or crib sheets. Obtaining the questions or answers to a test ahead of time is another form of cheating. On essay assignments or term papers cheating often takes the form of plagiarism. Another phenomenon of contract cheating has been observed, where students have work completed on their behalf. Internet plagiarism is a growing concern. Some schools subscribe to services which help them detect this type of cheating. Most colleges have written policies defining and punishing plagiarism/those who use it. Some students feel that teachers cheat as well by assigning arbitrary marks for assignments and not returning them.”

*(Wikipedia)*

8. “Cheating is considered immoral by most, and may face stiff punishment if discovered, although some faculty indicate they are reluctant to take action against suspected cheaters. In colleges guided by an honor code, cheating could result in expulsion. Academic honor codes appear to reduce cheating; nonetheless, it remains quite common among students. However, others have defended the practice of cheating. Some argue that many school activities are pointless, and cheating offers an innovative way of surmounting these difficulties. Recently, software to statistically detect cheating on tests has been developed (<http://integrity.castlerockresearch.com/>) which compares pairs of examinees in terms of their responses to test questions. Examinees with large numbers of similar correct and incorrect responses to questions are flagged as being suspicious.”

*(Wikipedia)*

9. “When you quote someone, you use their exact words in your text. Keep quotation as short as possible by quoting only the essential part of what the author says. Try to restrict yourself to quoting only if the original statement is forceful, well written, or contains ideas that are so controversial that you feel it is best that the exact words of the author are used, so that there can be no misunderstanding.”

*(Macmillan English Dictionary for advanced learners)*

10. “Paraphrasing means restating the words or ideas from a book or article in your own words. This is helpful as you can make the ideas fit into your writing style. You need to follow the rules of paraphrasing carefully in order to avoid being accused of plagiarism. Here is a procedure you can follow for paraphrasing:

- Read the original passage very closely to make sure that you are clear about what it says.
- Put the text to one side. Write the main points of the passage down on a separate piece of paper.
- Compare your notes with the original and check that you have got the main points.
- Check that you have not added anything that is not mentioned by the writer in the original.
- Check that you have used your own words and that you have fairly represented what the author stated.

Make sure you include the reference directly after the paraphrase in your text so that it is clear where you got the information from. There are many ways of showing that you are reporting the words of others.”

*(Macmillan English Dictionary for advanced learners)*

## **A FINAL DISCUSSION ON EDUCATION**

► 1. Answer the following questions:

- 1) The system of education in Russia undergoes a process of serious changes. What education reforms are widely

- discussed in the press and mass media?
- 2) What do you know about Bologna process?
  - 3) What are the advantages of the European system of education? American? Russian?
  - 4) What famous universities do you know? What are the top universities in the world? In Russia?
  - 5) What would you like to change in the system of education of Russia?
  - 6) What changes would you like to make in the curriculum of your educational programme?
  - 7) What forms of the assessment of students' achievements do you consider efficient and effective?
  - 8) What do you think about Unified State Examination in Russia? Is it an efficient means of assessment?
  - 9) How do you understand the idea of life-long learning?
  - 10) Do people really need to have a number of degrees in order to find a good job?

## **USEFUL VOCABULARY**

### **Educational institutions**

nursery / primary / elementary / secondary / public /  
independent / junior / infant / comprehensive / grammar /  
technical / high school  
sixth-form college (College of Further Education)  
community college  
teacher-training college  
technical training college  
university

### **School**

co-educational / segregated school  
assessment (formative, summative, continuous)  
criteria for the assessment  
evaluation

head-teacher  
the teaching staff / faculty  
grade-point average  
to expel from school  
a register  
teacher-parent meeting  
a crib sheet  
the Unified State Examination  
GCSE  
A-levels  
curriculum  
extra-curricular activities  
to play truant / truancy  
to attend classes  
academic achievement

## **University**

higher education  
accreditation  
credit  
bachelor's degree / master's degree  
undergraduate bachelor's degree  
freshman, sophomore, junior, and senior years  
of undergraduate study  
core courses (majors)  
thesis  
to obtain a doctorate  
undergraduate / graduate / postgraduate education  
alumnus, alumnae, alumni  
alumnae reunion  
to be enrolled  
campus



noncredit courses  
electives  
to award a degree  
to enter college  
to graduate from university  
to graduate with honours  
to take a loan  
a graduate  
full-time / part-time students  
tuition fee  
study card  
record book  
time-table  
dormitory (dorm)  
roommate  
cheating  
plagiarism

► 2. Translate into English using your active vocabulary:

1. Учителя могут использовать много разных способов, чтобы вызвать любопытство и интерес у своих учеников, завладеть их вниманием.
2. Наш преподаватель истории часто шутил, а учительница английского языка поощряла языковую игру.
3. Окончив педагогический институт с отличием, она поступила в магистратуру.
4. Многие выпускники бакалавриата планируют получить степень магистра.
5. Я должна признать, что корпус данных для моего диплома еще недостаточный, мне нужно искать новые примеры в Интернете.
6. Сначала я не умела использовать многие гаджеты, но сейчас я их освоила и даже не могу без них обойтись.

7. Многие лингвисты считают, что английский язык уже является «лингва франка» для всех жителей Земли, но это не совсем так.
8. В наши дни молодых людей обвиняют в безграмотности, но многие из них, напротив, являются чрезвычайно грамотными.
9. У студентов очного отделения очень «загруженное» расписание, но они могут пользоваться всеми техническими средствами и библиотекой.
10. До поездки в США Андрей не одобрял страсть Анны к иностранным языкам, но там он понял, что мог общаться только с ее помощью.
11. Я обычно скачиваю многие видеофильмы с YouTube, они доступны в любое время, и качество вполне сносное.
12. В университете было много курсов по выбору, и студенты пользовались возможностью набрать те, которые соответствовали их специализации.
13. Все преподаватели на этой кафедре были очень квалифицированными и доброжелательными.
14. Многие студенты предпочитают жить в общежитии, они очень сближаются с соседями по комнате и продолжают дружить после окончания университета.
15. Высшее образование сейчас уже не является самым престижным, многие выпускники школ стремятся получить практико-ориентированное образование.
16. Дипломы об окончании университета обычно вручаются в июле.
17. Когда я поступила в университет, то очень хотела специализироваться по английской филологии, но потом увлеклась проблемами перевода.

## TEXT FOR CLOSE READING

- 1. Read the text paying special attention to the italicised words. Do the tasks given after the text.

### The Class

By now The Class was all in Cambridge, though it would take several hours more for the last of them *to be officially enrolled*.

Inside the cavernous hall, beneath a giant stained-glass window, stood the future leaders of the world, Nobel Prize winners, *tycoons of industry*, brain surgeons, and a few dozen insurance salesmen.

First they were handed large manila envelopes with all the forms to be signed (in quadruplicate for the Financial Office, quintuplicate for the Registrar, and, inexplicably, sextuplicate for the Health Department). For all this paperwork they sat side by side at narrow tables that stretched forever and seemed to meet only in infinity.

Among the questionnaires to be completed was one for Philips Brooks House, part of which *asked for religious affiliation* (response optional).

Though none of them was particularly *pious*, Andrew Eliot, Danny Rossi, and Ted Lambros marked the boxes next to Episcopal, Catholic, and Greek Orthodox, respectively. Jason Gilbert, on the other hand, indicated that he had no religious affiliation whatsoever.

After the official registration, they had *to run an endless gauntlet* of wild, paper-waving proselytizers, all vociferously *urging* Harvard's now-official *freshmen* to join the Young Democrats, Republicans, Liberals, Conservatives, mountain climbers, scuba divers, and so on.

Countless irrepressible student hucksters noisily *cajoled* them to subscribe to the *CRIMSON* ("Cambridge's only breakfast-table

daily”), the *ADVOCATE* (“so you can say you read these guys before they got their Pulitzers”), and the *LAMPOON* (“if you work it out, it comes to about a penny a laugh”). In short, none but the most determined misers or abject paupers emerged with wallets unscathed.

Ted Lambros could sign up for nothing as *his schedule was already fully committed to courses* academic by day and culinary by night.

Danny Rossi put his name down for the Catholic Club, assuming that religious girls would be a little shy and therefore easier to meet. Maybe they would even be as inexperienced as he.

Andrew Eliot made his way through all this *welter* like a seasoned explorer routinely *hacking through* dense foliage. The kind of social clubs that he’d be joining did their recruitment in a more sedate and far less public fashion.

And Jason Gilbert, except for buying a quick subscription to the *CRIMSON* (so he could send the chronicles of his achievements home to Dad and Mom), *strode* calmly through the phalanx of barkers, much like his ancestors had traversed the Red Sea, and returned to Straus.

Miracle of miracles, the mysterious D.D. was actually awake. Or at least his bedroom door was open and someone was lying on the bed, face enveloped by a physics text.

Jason *hazarded* direct discourse. “Hi there, are you D.D.?”

A pair of thick, horn-rimmed spectacles cautiously peeked above the book.

“Are you my roommate?” a nervous voice responded.

“Well, I’ve been *assigned to* Straus A thirty-two,” Jason answered.

“Then you’re my roommate,” the young man logically concluded. And after carefully marking with a paper clip the line where he had *left off reading*, he put down his book, rose and offered a somewhat cold and clammy hand.

“I’m David Davidson,” he said.

“Jason Gilbert.”

D.D. then eyed his roommate suspiciously and asked, "You don't smoke, do you?"

"No, it's bad for the wind. Why do you ask, Dave?"

"Please, I prefer to be called David, he replied. "I ask because I specifically requested a nonsmoking roommate. Actually I wanted a single, but they don't allow freshmen to live alone."

"Where are you from?" Jason inquired.

"New York. Bronx High School of Science. I was a finalist in the Westinghouse Competition. And you?"

"Long Island. Syosset. All I've been is finalist in a couple of tennis tournaments. Do you play any sport, David?"

"No," the young scholar replied. "They're all a waste of time. Besides, I'm pre-med. I have to take things like Chem Twenty. What's your chosen career, Jason?"

God, thought Jason, do I have to be interviewed just to be this wonk's cellmate?

"To tell the truth, I haven't decided yet. But while I'm thinking about it, shouldn't we go out and buy some basic furniture for the living room?"

"What for?" D.D. asked warily. "We each have a bed, a desk, and a chair. What else do we need?"

"Well," said Jason, "a couch might be nice. You know, to relax and study in during the week. We could also use an icebox. So we'd have something cold to serve people on the weekends."

"People?" D.D. inquired, somewhat agitated. "Do you intend to have parties here?"

Jason was running out of patience.

"Tell me, David, did you specifically request an introverted monk as your roommate?"

"No."

"Well, you didn't get one. Now, are you going to *chip in* for a second-hand couch or not?"

"I don't need a couch," he replied sanctimoniously.

“Okay,” said Jason, “then I’ll pay for it myself. But if I ever see you sitting on it, I’ll charge you rent.”

\*\*\*

*Study cards* were due in at 5:00 p.m. on Thursday. This gave The Class of '58 a little time to shop around and choose a balanced program. They'd need *courses for their majors*, some for distribution, and some perhaps for *cultural enrichment*. And, most important, *a gut*. At least one really easy course was absolutely necessary for those who were either *preppies* or *pre-med*.

For Ted Lambros, who was certain he'd be majoring in classics, the selection was fairly straightforward: Latin 2A, Horace and Catullus, and Nat. Sci. 4 with the pyrotechnic L.K. Nash, who regularly blew himself up several times a year.

Both as a gut and a requirement, he took Greek A, an introduction to the classical version of the language he had used since birth. After two semesters he would be able to read Homer in the original. And in the meantime, as a fourth course, he would read the famous epics in translation with John Finley, the legendary Eliot Professor of Greek Literature. “Hum 2,” as it was affectionately known, would provide stimulation, information, and, as everyone at Harvard knew, an easy grade.

Danny Rossi had already *planned his schedule* during his cross-country trek. Music 51, Analysis of Form, an unavoidable requirement for every major. But the rest would be pure joy. A survey of orchestral music from Haydn to Hindemith. Then, beginning German, to prepare him to conduct the Wagner operas. (He'd start Italian and French later.) And, of course, the college's most popular and inspirational free ride – Hum 2.

He had wanted to take Walter Piston's Composition Seminar, and had assumed that the great man would admit him even though Danny was a freshman and the class had mostly graduates. But Piston turned him down “for his own good.”

“Look,” the composer had explained, “the piece you handed in was charming. And I really didn't have to see it. Gustave

Landau's letter was enough for me. But if I take you now, you might be in the paradoxical position of – how can I put it? – being able to sprint and not to walk. *If it's any consolation*, when Leonard Bernstein was here we forced him to do his basic music “calisthenics” just like you.”

“Okay,” Danny said *with polite resignation*. And as he left thought, I guess that was his way of saying my piece is pretty *juvenile*.

\*\*\*

Freshmen who are preppies have a great advantage. Through their network of old graduates familiar with the Cambridge scene, they learn precisely what the courses are to take and which ones to avoid.

The Harris Tweed underground imparts to them the secret word that is the key to making good at Harvard: *bullshit*. The greater the opportunity for tossing the *verbiage* like so much salad (unimpeded by the need for such *trivia* as facts), the more likely the course would be a snap.

They also arrived at college *well versed in the techniques* of the essay question, and could pad their paragraphs with such useful phrases as “from a theoretical point of view,” or “upon first inspection we may seem to discern a certain attitude which may well *survive even closer scrutiny*,” and so forth. This sort of wind can sail you halfway through an hour test before you have *to lay a single fact on paper*.

But you can't do that in math. So for God's sake, man, *stay away from* science. Even though there's a Nat. Sci. requirement for course distribution, take it in your *sophomore* year. By then you'll have perfected your prose style so that you might even be able to argue that, from a certain point of view, two and two might just possibly equal five.

The program Andrew Eliot selected was a preppeie's dream. First, Soc. Rel. 1, because the name – Social Relations – was itself an invitation to throw bull. Then English 10, a survey from

Chaucer to his cousin Tom. It was fairly *rigorous* but he'd read most of the stuff (at least in Hymarx outlines) in senior year at prep school.

His choice of Fine Arts 13 also showed *astuteness*. Not much reading, little taking down of notes. For it meant mostly watching slides. Moreover, the noon hour of its meeting and the semidarkness of its atmosphere were most conducive if one needed a short nap before lunch. Also, Newall pointed out, "As soon as we find girlfriends at the Cliffe, that auditorium will be the perfect spot for making out."

There was no problem about his final course. It had to be Hum 2. In addition to its many other attractions, since the instructor held the chair endowed by Andrew's ancestors, he looked upon Professor Finley as a sort of family retainer.

The night they handed in their study cards, Andrew, Wig, and Newall had a gin-and-tonic party to honor their official course *commitment to self-betterment*.

"So, Andy," Dickie asked after his fourth, "what do you want to be when you grow up?"

And Andrew answered, only half in jest, "Frankly, I don't think I really want to grow up."

## DISCUSSION

- 1) Is the scene set in Great Britain or the United States?  
How do you know?
- 2) What moment of University life is depicted in the fragment?
- 3) What questions did the students have to answer when they were officially enrolled? When you were enrolled at the University did you have to do the same? Were you asked the same questions?
- 4) What was the approach of selecting subjects for study?  
Do you have an opportunity to choose subjects for study?



- 5) What studying techniques were the newly enrolled students very well aware of?
  - 6) Did all the students have a good academic background before entering the college? How do you know?
- 3. Paraphrase or explain the following sentences and ideas from the text:
- 1) After the official registration, they had to run an endless gauntlet of wild, paper-waving proselytizers...
  - 2) ...His schedule was already fully committed to courses academic by day and culinary by night.
  - 3) Andrew Eliot made his way through all this welter like a seasoned explorer routinely hacking through dense foliage.
  - 4) But Piston turned him down “for his own good.”
  - 5) I guess that was his way of saying my piece is pretty juvenile.
  - 6) They also arrived at college well versed in the techniques of the essay question.
  - 7) The program Andrew Eliot selected was a preppie’s dream.
  - 8) So for God’s sake, man, stay away from science.
  - 9) His choice of Fine Arts 13 also showed astuteness.
  - 10) “Frankly, I don’t think I really want to grow up.”
- 4. Discussion points:
- 1) What subjects from the ones mentioned in the text would you like to study? What subjects can be added to your curriculum and can be useful for your future profession?
  - 2) Why do the characters of the text use quite a few slang words? Why do people use slang? Is it typical for all students to use slang?
  - 3) Compare the life of students as described in the text with the life of students at your educational institution.

- 4) Speak on the latest developments in the Russian system of education. What do you know about the Bologna process in Europe? Study at least 2 Internet sources through Google search system to learn more about it.

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following words and word combinations:

to be officially enrolled; tycoons of industry; asked for religious affiliation; pious; indicated; to run an endless gauntlet; his schedule was already fully committed; urging; freshman; welter; hacking through; cajoled; strode; hazarded; to be assigned; left off reading; to chip in; a gut; if it's any consolation; well versed in the techniques of; with polite resignation; juvenile; verbiage; trivia; survive even closer scrutiny; to lay a single fact on paper; stay away from; sophomore; astuteness; rigorous; commitment.

- 2. Give English equivalents for the following words and word combinations:

быть официально зачисленным; религиозная принадлежность; указывал; первокурсник (амер.); второкурсник (амер.); уговаривали; если это может служить утешением; шел уверенно; держаться подальше от; купить вскладчину; строгий; умение увидеть личную выгоду; преданность.

- 3. Explain the meanings of the following words using an English-English dictionary:

to enroll; tycoon; affiliation; pious; to commit; commitment; to urge; hack; cajole; stride; to assign; a gut; resignation; juvenile; scrutiny; astuteness; rigorous.

- 4. Write out all the words from the text describing academic life and process. Group them into thematic categories according to their meaning and function. You may want to draw a mind map. The categories to include into your mind map may be the following:
- nomination of people involved in the academic process;
  - names of subjects;
  - words designating types of accommodation.
- 5. Explain the meaning of the words marked and translate the sentences into Russian:
- 1) John cannot *enroll* at his local school because the class is full.
  - 2) Rupert Murdoch is a famous *media tycoon*.
  - 3) In our party membership is open to anyone, *regardless of religious affiliation*.
  - 4) Mary couldn't join the class because of *job commitments*.
  - 5) The United Nations Organization *has urged* the participants in the conference to ratify the peace treaty.
  - 6) The play was *hacked to pieces* by an inexperienced critic.
  - 7) We had hoped *to cajole* them into providing help to us.
  - 8) Michael *has been assigned to* the upper intermediate learner's group.
  - 9) The Provost of the University announced his *resignation*.
  - 10) The University Council services are subject to *close scrutiny* to ensure their efficiency.
- 6. Compare the following English and Russian words:
- faculty – факультет, trivial – тривиальный, affiliation – филиал, auditorium – аудитория, interview – интервью,

essay – эссе, paragraph – параграф, major – майор, мажор, academic – академический.

- 7. Translate into English with a special care for the marked words and phrases. Some of them are from the text for close reading, others are from the active vocabulary list at the beginning of the Unit:

- 1) Студенты-первокурсники в американских вузах начинают учебный год в конце августа.
- 2) Абитуриенты в российских вузах в начале августа узнают, что они зачислены.
- 3) На собеседовании меня спросили о вероисповедании.
- 4) На территории университетского городка запрещается курить.
- 5) Встреча выпускников университета проводится каждый год в мае.
- 6) Для того, чтобы получить зачет, необходимо подготовить эссе, сдать все письменные задания и пройти тестирование.
- 7) Каждый вуз должен пройти аккредитацию и получить лицензию раз в пять лет.
- 8) Собрание студентов старших курсов состоится в актовом зале в 17 часов 30 минут.
- 9) Меня записали в группу на спецкурс по проблемам номинации.
- 10) В конце последнего семестра обучения студенты американских вузов решают, где им продолжить обучение.
- 11) Государство стремится установить единые образовательные стандарты и сформировать у учащихся установку на повышение своего образовательного уровня в течение всей жизни.
- 12) Как вы решаете проблему непосещаемости занятий без уважительной причины? – Предлагаются разные

пути решения: от введения штрафов для родителей *прогульщиков* до тюремного заключения для таких родителей.

- 13) Введение *единого государственного экзамена* обеспечивает всем выпускникам школ равный доступ к *высшему образованию*.
- 14) Какие виды *внешкольной деятельности* предлагает ваша школа? У нас действуют следующие *кружки*: танцы, компьютер, шахматы, легкая атлетика.
- 15) Для реформирования системы *среднего образования*, в первую очередь, необходимо достаточное финансирование этой сферы.
- 16) В нашей стране преобладают *общеобразовательные школы совместного обучения*.
- 17) Большинство *частных средних школ* в Великобритании – это *школы раздельного обучения*.
- 18) Сегодня *выпускник вуза* может *поступить в аспирантуру* и писать диссертацию, продолжить обучение в *магистратуре* или пойти работать.
- 19) *Бакалавриат и магистратура* – это не зависимые друг от друга уровни высшего образования, с отдельными *вступительными экзаменами, программами обучения и присвоением степени*.
- 20) Ученик, *уличенный в плагиате*, должен быть немедленно *исключен из школы*.



8. Listen to Barack Obama's speech made on September 8, 2009 in Arlington, Virginia ("Back to School Event") and give English equivalents for:

- 1) Мне не очень нравилось вставать так рано.
- 2) самые преданные учителя;
- 3) изобрести новый мобильный телефон, лекарство или вакцину;
- 4) бороться с бедностью;

- 5) поднять экономику;
- 6) хорошо учиться в школе;
- 7) меня воспитала мать-одиночка;
- 8) Это не уважительная причина для того, чтобы дерзить учителю.
- 9) окончить среднюю школу с отличием;
- 10) ставить свои цели в образовании;
- 11) заниматься внеклассной работой;
- 12) защищать ребят, которых дразнят и обманывают;
- 13) Какое бы дело вы ни выбрали, я хочу, чтобы вы были ему преданы.
- 14) Не с каждым учителем у вас будут прекрасные отношения.
- 15) домашнее задание;
- 16) если получите плохую оценку;
- 17) решить математическую задачу;
- 18) написать несколько черновиков;
- 19) добиться своих целей;
- 20) посадить человека на луне.

► 9. Explain how you understand the following quotations from the text:

- 1) “You can’t drop out of school and just drop into a good job.”
- 2) “If you quit on school – you’re not just quitting on yourself, you’re quitting on your country.”
- 3) “There were times when I was lonely and felt like I didn’t fit in. So I wasn’t always as focused as I should have been.”
- 4) “Whatever you resolve to do, I want you to commit to it.”
- 5) “I have failed over and over and over again in my life. And that is why I succeed.”



10. Watch the film *DEAD POETS' SOCIETY* (1989) and answer the questions:

- 1) How does the teacher Mr. Keating want his students to call him? What great American poet is it an allusion to?
- 2) Why is his first lesson unorthodox by Welton Academy teaching standards? Why does he take the students out of the classroom?
- 3) Why does Mr. Keating have his students rip the introductory essay out of their textbooks?
- 4) Why did he have his students stand on his desk? What literary source did the film refer to here?
- 5) Who said "I thought the purpose of education was to learn to think for yourself"?
- 6) What was the name of the play Neil starred in?
- 7) What was the name of the book that the members of the Dead Poets' Society read from at each meeting?
- 8) Why did Neil die? Who was to blame for his death?
- 9) What can you say about the atmosphere of Welton Academy? Is it a typical boarding school?
- 10) What do you think about Mr. Keating's methods of teaching? Would you like to attend such a class? Imagine that you are one of his students and say at least two advantages and two disadvantages of his methods of teaching.
- 11) Did the characters of the film change their attitude to life and future under the impact of their teacher?
- 12) Would Neil still have eventually committed suicide if Mr. Keating had never come into his life?
- 13) Could Neil have found another way out of his predicament? Was suicide the only answer?
- 14) What happened to the original Dead Poets' Society? Why did it cease to exist?

## TEXTS FOR FREE TRANSLATION

### Страна непуганых детей

У сына однокурсницы проблемы в детском саду. «Когда ему становится скучно на занятиях, – рассказывает она, – он просто укладывается на стульях и засыпает. Воспитательницы в шоке. «Что же будет, когда он пойдет учиться?» «Это наш ребенок», – сказали мне в школе Монтессори после того, как я передала им историю о странном поведении ребенка. Потому что в Монтессори-педагогике каждый находит то, о чем мечтал в детстве.

Наши думающие учителя давным-давно начали догадываться, что в королевстве образования что-то неладно, если детям все меньше хочется учиться. Педагоги писали методики, изобретали новую форму подачи материала, но в глубине души, наверное, понимали, что по большому счету все это не альтернатива школярству и казарме. И вот несколько лет назад некоторые познакомились с педагогической системой Марии Монтессори. Она нашла большое число сторонников во всем мире, а у нас о ней до сих пор не знали понятно почему.

Гений педагогики XX века Мария Монтессори на протяжении всей жизни наблюдала за детьми. И поняла, что все, что они делают, – далеко не случайно. Не случайно, что ребенку нравится складывать кастрюли, переливать воду, возиться с тестом и горохом. Не случайно, что малыш вдруг останавливается посреди дороги и начинает прыгать на одной ножке. Не случайно, когда он требует, чтобы его горшок стоял строго в одном месте.

Мария Монтессори сделала вывод, что дети проходят определенные этапы развития. С двух до четырех лет – время порядка. Ребенок – страшный консерватор и требует точного исполнения всех церемоний. Если родители будут приучать малыша к тому, что каждая вещь знает свое место, это и останется с ним на всю жизнь. Но если время будет упущено, то сил и нервов тратить уже не стоит. Примерно с 3,5 до 4,5



лет детям нравится писать, а с 4,5 до 5,5 лет – читать. Поэтому имеет смысл обучать свое чадо именно в этой последовательности. Только до шести лет дети «впитывают» в себя запахи, цвета, звуки. Как покажут ему мир в этом возрасте, так и будет он слышать, видеть, обонять. К пяти-шести годам ребенок выходит из скорлупы собственного «Я» и превращается в активного исследователя мира и окружающих людей. У него развиваются способности к абстракции. К девяти годам дети начинают чувствовать себя учеными, им самим хочется объяснять мир и выдвигать свои собственные гипотезы.

Когда Мария Монтессори создавала свою педагогическую систему, то она все это постаралась учесть. В результате появились детские сады и школы.

### **«Пчелы» и «муравьи»**

Когда попадаешь сюда, то первое время абсолютно непонятно, что происходит. Учитель сидит в углу, его сразу и не заметишь. Некоторые ученики сосредоточенно пишут, кто-то возится на полу с фотографиями животных и периодически заглядывает в энциклопедию, у третьего на столике колбы, и он что-то сосредоточенно переливает. Потом «лаборант» ставит приборы на полочку и углубляется в чтение, а их тут же подхватывает пятилетняя пигалица. И такой круговорот – на протяжении трех часов. Трудятся, как пчелки или муравьи. Кстати, классы так и называются. «Пчелы» - ребята первого и второго года обучения (от 5 до 7,5 лет), «муравьи» – третьего и четвертого (от 7,5 до 10 лет).

Самое общедоступное место здесь – учительская. Рядом – библиотека, куда дети удаляются, если им надоедает заниматься и хочется просто почитать любимую книжку. Рядом с классом – «шумная комната», где в любой момент можно вволю поноситься и покричать. Шестилетки и семилетки так периодически и делают, ведь на этот возраст у

них приходится пик развития двигательных способностей и голосовых связок. А еще в классе лежат матрасик и подушечка. Устал, стало скучно – отдохни. Правда, ими почему-то никто не пользуется: ребятам некогда, они заняты. Сами, без понуканий, как заведенные. Здесь учатся странные дети. Они радуются контрольным работам и огорчаются, что наступают каникулы.

«А если мой ребенок будет интересоваться только математикой, и совсем не будет заниматься литературой?» – первое время волнуются родители. Педагоги терпеливо объясняют, что это невозможно по двум причинам. Во-первых, потому, что дети – страшные обезьянки. Им обязательно надо повторить то, что делает сосед. Во-вторых, материал построен так, что мимо не пройдешь, рано или поздно ребенок обязательно на него наткнется.

В традиционной школе могут быть великолепные преподаватели, прекрасно знающие свой предмет и любящие детей. Но они «дают материал», который ученики обязаны «усвоить». Другая позиция у учителя школы Монтессори. Он только следует за ребенком, который сам выбирает, что он хочет узнать и иногда просит помочь. По существу, это наиболее либеральный вариант университета. Потому что эта школа ориентируется на энциклопедические знания. Ребята сами выбирают, что, в какой последовательности и как изучать. Даже ошибки они исправляют самостоятельно. Когда учитель проверяет диктант или контрольную, то он ставит точки напротив строки, в которой ученик ошибся, и тот начинает думать, что он сделал не так.

В течение года ребята дважды проходят тесты, по которым можно судить, отвечают ли они российским образовательным стандартам. Ответ для скептиков: «Отвечают».

*Татьяна Яковлева-Устинова*  
(ЭХО ПЛАНЕТЫ, №21, 22-28 мая 1998)

### **18.05.07: Высшее образование поделилось на два**

Уже 1 сентября 2007 года Россия может отказаться от ставки на выпуск специалистов и перейти на подготовку бакалавров и магистров. В Минобрнауки говорят о выгодах, которые получит экономика, а в образовательном сообществе – о падении уровня образования, усилении диктата чиновников и расширении платного образования.

В среду Госдума приняла в первом чтении законопроект о переходе на многоуровневое высшее профобразование. Закон призван легализовать бакалавриат, специалитет и магистратуру – уровни высшего образования, существующие де-факто с середины 90-х годов, а затем перераспределить их соотношение. Таким образом, с принятием закона высшее образование в России официально станет двухуровневым.

Оба уровня, рассказал министр образования Андрей Фурсенко, «становятся независимыми друг от друга – с отдельными вступительными экзаменами, программами обучения и присвоением квалификации».

Образование первого уровня – бакалавриат со сроком обучения от 3 до 4 лет. Правда, глава Минобрнауки пообещал, что учить 3 года будут только «в исключительных случаях» и только закончивших до вуза техникум, а разработчики намекнули, что ко второму чтению эта позиция из законопроекта исчезнет вовсе. Но даже 4-х летнее обучение в бакалавриате даст квалификацию лишь общего профиля – без узкой специализации. Ее можно будет получить только на втором уровне, поступив в магистратуру. Путь в аспирантуру для бакалавров также будет закрыт: поступать туда смогут только выпускники второго уровня.

Второй уровень высшего образования будет существовать в двух видах: непрерывного специалитета со сроком обучения не менее 5 лет и двухлетней магистратуры, куда будут брать бакалавров. (И у специалистов, и у

магистров будет отсрочка от призыва в армию, подтвердил глава думского комитета по образованию Николай Булаев.)

Поступление в магистратуру после бакалавриата становится конкурсным. Однако обучение в магистратуре, по словам разработчиков, для большинства останется бесплатным. Если бакалавр не имеет другого образования, то будет считаться, что, поступив в магистратуру, он продолжает первое, а не получает второе высшее образование, клянутся они. Платить за магистратуру, по их словам, придется только уже имеющим степень магистра или специалиста. В этом случае обучение в магистратуре будет считаться вторым высшим образованием, а оно по российским законам – платное.

Но при всем этом, каким именно вузам будет разрешено открыть у себя магистратуру, остается неясным. Сейчас, сколько готовить специалистов, бакалавров или магистров, решают сами вузы, но законопроект лишает их этого права: кого и сколько готовить каждому конкретному вузу, теперь будет диктовать правительство. И уже известно, что вузы перейдут от подготовки специалистов к массовому производству бакалавров.

Именно оно, по мнению министра образования и науки Андрея Фурсенко, соответствует нынешним потребностям экономики: «Бакалавриат дает возможность отодвинуть по времени выбор специальности и сделать его более осмысленным. Магистратура станет целевой подготовкой под конкретное рабочее место», – заявил он. «А все разговоры о преимуществах специалистов по сравнению с якобы недоучками бакалаврами – не более чем миф. На самом деле больше половины специалистов требуют не доучивания, а полного переучивания», – подчеркнул министр.

В соответствии с законопроектом, российская система образования отказывается не только от преимущественной подготовки специалистов. Узкая специализация выпускников вузов уходит в прошлое, а количество специальностей резко

сокращается. Из нынешних 500, соответствующих второму уровню образования, останется не более 150. А из 120 программ подготовки бакалавров уцелеют меньше 100, рассказал глава комитета по образованию Николай Булаев.

В случае принятия, закон вступит в силу уже 1 сентября 2007 года. Однако, обещают в Госдуме, переходить с того же дня на новую систему не будут. По прежним правилам «дадут доучиться не только всем, кто поступил в вузы в прежние годы, но и тем, кто поступит летом 2007 года», пообещал Николай Булаев. Законопроект вызвал неоднозначную реакцию как в обществе, так и в образовательном сообществе.

Главными источниками раздражения являются трехлетний срок бакалавриата, введение конкурсных условий для поступления в магистратуру, а также диктат вузам «сверху», сколько им выпускать бакалавров, магистров и специалистов.

По мнению оппонентов, перенесение центра тяжести на подготовку бакалавров с их укороченной программой обучения приведет к резкому падению уровня образования профессиональных кадров. «2 года и 9 месяцев – это срок обучения в техникуме, а не в вузе», – заявил депутат Госдумы Сергей Гловов. «Принятие закона станет нокаутирующим ударом по фундаментальности нашего образования. Мы будем готовить не врачей, а фельдшеров, не инженеров, а лаборантов», – поддержал его член думского комитета по образованию Иван Мельников. «Равняться при подготовке специалистов на рынок все равно нельзя: он слишком изменчив. Принятие закона лишь сделает наше образование платным», – убежден он. Как указывают депутаты, законопроект квалифицирует бакалавриат как законченное высшее образование. В этом случае обучение в магистратуре на законных основаниях может быть интерпретировано как второе высшее образование и, таким образом, стать платным, предсказывают они.

Что до вопроса о количестве бакалавров и магистров, выпускаемых вузом, то, как считает Николай Булаев, этот вопрос в итоге должен будет регулировать закон о государственных образовательных стандартах III поколения (работа над ними уже идет в комитете по образованию). Но в любом случае, подчеркнул депутат Госдумы Олег Денисов, «вузы лишаются принадлежащей им траектории выбора, их снова, как и в случае с введением ЕГЭ, разделят на две категории: столичные и провинциальные». Ректоры по главе с Российским союзом ректоров (РСР) пытаются этого избежать и ведут переговоры с исполнительной властью. Решающий бой состоится 5 июня, когда проблему будут обсуждать на слушаниях в Госдуме.

*Марина Лемуткина*  
(<http://www.eduhelp.ru/page.php?s=&pageid=776>)

## Unit VIII. INSTITUTIONS OF HEALTH CARE

### MEDICINE AND HEALTH

- 1. Read the text paying special attention to the italicised words and phrases, be ready for the discussion.

#### A New Definition of Health: A Marriage of Body, Mind and Environment

by Patrick G. Hays

The 21<sup>st</sup> century is poised to become the most exciting era in American medicine. Already, we have witnessed remarkable improvements in caring for – and preventing – some of nature’s greatest threats. The emergence of *protease inhibitors* has created new hope for patients with *HIV*. Widespread use of lead testing has helped doctors make significant strides against birth defects. And in just a few months, scientists are expected to map the entire *human genome* – opening the door to new treatments for inherited diseases.

Underlying these developments is a *paradigm shift* in our definition of “health”. Just a few years ago, we identified health as merely the absence of disease. Doctors concentrated on fighting acute illnesses – such as *tuberculosis*, *polio* and *small-pox* – that threatened entire communities. Biomedical researchers focused on identifying the *viruses* and *bacteria* that cause disease, and then developing “silver bullets” – such as *antibiotics* and *vaccines* – to fight them.

In modern times, we have eradicated many of these age-old health problems. But we still face chronic illnesses like *asthma*, *diabetes* and *hypertension*. In fact, chronic conditions now account for 80 percent of all *health care expenditures*. Many of these illnesses cannot be “cured,” but patients who receive *ongoing treatment* can learn to manage their symptoms and lead

normal lives. Our definition of “health” now includes a marriage of body, mind and environment.

Instead of old-fashioned “silver bullets,” health plans have learned to use new weapons: data and technology. At each point along the *continuum* of care, health plans use information-driven programs to improve their patients’ quality of life. For example, analysts study asthmatic patients’ previous health care claims to determine how often these patients visit the hospital. Health plans also try to determine what environmental or lifestyle factors – such as *allergens* and exercise – cause each asthmatic patient to *suffer an attack*. This information helps physicians determine how patients can change their lifestyles or try new medications in order to reduce their symptoms.

In today’s health care environment, single episodes of care become part of a larger database containing valuable information about the health status of an entire community. This information may include examples of what medical services patients smoke or exercise regularly; whether patients have received cancer screenings; and what illnesses are prevalent within the population. This knowledge is invaluable in developing specific treatment guidelines for specific local conditions.

This new focus on lifelong wellness will become increasingly important as America’s “Baby Boom” *generation approaches retirement*. Already, about one in eight Americans is age 65 or older; by the year 2030, seniors will account for one in five U.S. citizens. As the senior population grows, the need for coordinated care systems will increase dramatically, because many seniors must manage the symptoms of multiple chronic conditions. Health plans will need to develop programs that allow seniors *to suffer fewer complications* and spend less time in the hospital – leaving more time for family and friends.

The nation’s 58 independent Blue Cross and Blue Shield companies are uniquely prepared to succeed in this new paradigm. The Blue offer seven decades of experience in responding to changes in the health care landscape.



Although some Americans may associate the Blues with their parents' or grandparents' health benefits, today's Blues are pioneers in the new philosophy of wellness. We are leaders in building partnerships among physicians, health educators and – most importantly – patients.

For more information about the Blue Cross and Blue Shield System, call 1.800.244.BLUE, or visit us on the World Wide Web at <http://www.bluecares.com>.

(U.S. NEWS & WORLD REPORT, July 7, 1997)

► 2. Questions and discussion points:

- 1) Why is the 21<sup>st</sup> century supposed to become the most exciting era in American medicine?
- 2) Why is health given a new definition as a marriage of body, mind and environment?
- 3) What is meant by silver bullets? Are they really effective in curing diseases?
- 4) By what means is it possible to improve the health care of a community?
- 5) What is the new philosophy of wellness?
- 6) What do you know about the ways of improving the health care system in our country?
- 7) Sum up the contents of the article.



3. Watch the TED-talk of Julian Berschka “*What your breath could reveal about your health.*”

► 4. Give English equivalents for the following:

- 1) предполагать худшее;
- 2) непонятная боль;
- 3) тромбофлебит;
- 4) у меня еще не диагностировали смертельных и неизлечимых заболеваний;
- 5) медленно прогрессирующая болезнь;

- 6) многие болезни протекают бессимптомно;
- 7) захватить болезнь на ранней стадии;
- 8) те из вас, кто проходил колоноскопию;
- 9) это является очень многообещающим для медицинских анализов;
- 10) присутствуют в небольшом количестве;
- 11) изменчивые органические соединения;
- 12) каждый раз, когда мы выдыхаем;
- 13) прибор для определения наличия алкоголя;
- 14) определить концентрацию этанола в выдохе;
- 15) биохимические процессы, которые протекают в вашем теле;
- 16) эта технология дает некоторые несомненные преимущества;
- 17) широкое применение этой технологии;
- 18) осуществлять скрининг сразу на несколько болезней;
- 19) существующие медицинские процедуры приводят к высокой стоимости одного анализа (теста);
- 20) данные за продолжительный период времени;
- 21) медицинские решения часто принимаются на основе ограниченных данных;
- 22) это проложит путь для индивидуального лечения;
- 23) тестирование дыхания нужно обосновать клиническими испытаниями;
- 24) для широкого использования;
- 25) задолго до того, как появятся симптомы;
- 26) я подхожу к последнему моменту;
- 27) провести раннее лечение с надеждой излечить болезнь;
- 28) здесь не обойтись без побочных эффектов;
- 29) мы затронули только малую часть;
- 30) ипохондрик.

► 5. Questions and discussion points:

- 1) What are top three causes of death worldwide?
- 2) What is screening? Define it in your own words.
- 3) What components is human breath composed of?
- 4) What are the advantages of breath analysis?
- 5) What makes it challenging to use this technology?
- 6) Why is early disease detection a controversial issue? Do you agree with the speaker?
- 7) Make up one question about the speech to be asked in class.

- 6. Be ready to interpret for the speaker.

## **THE DOCTOR-PATIENT RELATIONSHIP**

- 1. Read the article and explain the meaning of the italicised words. Make use of them in your discussion.

### **Speak up!**

*by Lawrence E. Frisch*

Can patients get better at working with their doctors?

A mother brings her daughter to *the general practitioner* with *a chest cold*. She is mainly seeking reassurance that *the infection will go by itself*. She hopes *to avoid antibiotics* unless they are absolutely necessary. Her general practitioner assumes *she is there for a prescription* and so *writes one out for amoxicillin*. The mother assumes the prescription means that the infection is serious and so keeps her preferences quiet. After the consultation the general practitioner acknowledged suspecting from the mother's body language that she was unhappy about taking a prescription for antibiotics. He admitted they were unnecessary.

This consultation would have gone so much better, you might say, if the doctor had simply explained what he was thinking. This is true, but the cliché about communication applies

even in medicine – it is a two way street. If the mother had said what was on her mind, things might have turned out differently. “Easier said than done,” say patients. This is a guiding assumption behind “Working with your Doctor,” an online course we have designed for patients to complement *BESTTREATMENTS*, the BMJ Publishing Group’s website for US patients and doctors. The course teaches patients simple things to do before, during, and after a visit to their doctor to help them get what they want from the consultation.

The antibiotics scenario described above is true. It comes from a qualitative study of patients’ unvoiced agendas in consultations with their general practitioner. Researchers asked patients about their ideas, concerns, and expectations for their visits. After the consultation only four of the 35 patients had managed to raise all the issues they wanted to when face to face with their doctors. Nearly half of the 35 consultations had “problem outcomes” such as *major misunderstandings, unwanted prescriptions, unused prescriptions, and patients not sticking to treatment*.

It is not surprising that patients don’t say everything that is on their mind. That is probably an unrealistic expectation. The relationship between doctor and patient is changing, but there is a power element still and patients can feel intimidated. As this scenario and other case studies indicate, however, sharing some pieces of information could clearly improve the outcome of visits to the doctor.

So how can we deal with the problem? Doctors know they need to communicate better with their patients – to listen more and explain things clearly. Communication skills have increasingly become a component of medical school curriculums. Doctors haven’t perfected these skills, though. One study of family doctors found that patients in observed interviews were given, on average, just 23.1 seconds to explain their concerns. In more than two thirds of the consultations their doctor interjected and redirected the conversation before the patient had had a chance to finish.

But patients too can learn to prepare for and communicate better during a consultation. The few *randomised controlled trials* looking at ways to improve patients' participation and their information seeking skills show communicating better works. They have found important benefits in terms of both *functional health status* and *physiological measures* (blood pressure and blood glucose). And experts in *healthcare safety* say that if patients can join in their consultation more effectively this can help *prevent medical error*. *Orthopaedic surgeons* recognise this when they ask people to mark "no" on the arm or leg that is not to be operated on.

Developing communication skills in both parties recognises that both bring important information and expertise to a consultation. The days when the doctor knew best are coming to an end. *The doctor-patient relationship* is ideally a partnership between equals. But are we asking too much of a patient, who has not benefited from 10 plus years of medical training, to interact as an equal in a medical setting? What is the best way to educate and empower patients so they can join in as equal partners?

Organizations are beginning to recognize the benefits of *promoting active patient participation in health care*. The transparently named website [www.AskMe3.org](http://www.AskMe3.org) encourages patients to make three simple inquiries each time they see a health professional: what is my main problem? What do I need to do? Why is it important to do this? Recognizing that patients may be the best judge of their needs, the Department of Health has set up Expert Patient, an initiative for patients with *chronic medical conditions*. The initiative quotes research from Coventry University showing that patients who get involved in their health care have fewer symptoms, reduced pain, and are happier and more satisfied.

"Working with your Doctor" builds on such efforts to help patients become active partners, while making the most of the unique capabilities of online media. It is a guide through a consultation written from the patient's perspective.

The course is divided into four lessons. Each lesson gives steps patients might take to prove their medical visits. The steps include thinking ahead of time about what the patient would like to get out of the visit, speaking up when they don't understand something, taking part in *treatment decisions*, and keeping track of their tests and treatment.

*The feedback from patients* has been largely positive. Patients like the simple language that makes the course accessible to people with a range of backgrounds and experiences (though it is available only in England and admittedly does not address some of the cultural barriers that complicate patient-doctor communication). The course takes an hour to complete, but graphics and interactivities aim to keep it fun and engaging and support the learning process. Simple role plays mean that users can put into practice some of the things they have learned in the lesson.

Some patients we asked find the idea that they have a role to play in their health care “groundbreaking” and “encouraging.” Those who are experienced at managing chronic diseases say it reinforces many of the helpful techniques they have already learnt, but they wish they had done the course soon after receiving their diagnosis.

Patients are keen to take the initiative and responsibility for the relationship they have with their doctor. Doctors should encourage them to do so rather than feel threatened or irritated. Patients who arrive at consultations with succinct ideas of their concerns and a clear record of what has been happening to them may well make life easier for their doctor. Teaching people to become expert at being a patient is a step in the right direction. We welcome your feedback.

(<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1126714>)

## ► 2. Discussion points:

- 1) How can the doctor-patient relationship be brought into effect?

- 2) What are the advantages of this relationship?
- 3) What problem is raised in the article “Speak up”? Why is it so important?
- 4) How can deontological problems be solved? Why is it important to teach medical students deontology?
- 5) Expand on the phrase – “communication is a two way street.”
- 6) How can patients be taught to communicate with doctors. Why is it important?
- 7) Speak on your experience of communicating with doctors.
- 8) Why is the doctor-patient relationship a partnership between equals?
- 9) In what cases can patients be the best judges?
- 10) How can patients take part in treatment decisions?
- 11) Why is the feedback from patients positive?
- 12) Why are patients keen on interaction with doctors?
- 13) What are the preconditions of fruitful cooperation of doctors and patients?



3. Watch the TED-talk of Abraham Verghese “*A Doctor’s Touch*.”



4. Give Russian equivalents for the following:

- 1) cardiac collapse;
- 2) a CAT scan;
- 3) palpable;
- 4) breast tumors;
- 5) orthopedic consult;
- 6) at a treatable, early stage;
- 7) the patient-physician relationship;
- 8) the infirmary;
- 9) to strip the patient;

- 10) percussion;
- 11) the barber surgeon;
- 12) the pinnacle;
- 13) lumpectomy;
- 14) a voluble patient;
- 15) eerie sense;
- 16) to shortchange that ritual.

► 5. Give English equivalents for the following:

- 1) кабинет неотложной помощи;
- 2) МРТ;
- 3) передовая технология;
- 4) амбулаторное отделение;
- 5) брюшная полость;
- 6) поставить диагноз;
- 7) дежурил у постели;
- 8) дань уважения;
- 9) врачебный обход;
- 10) дальнейшее лечение;
- 11) синдром хронической усталости;
- 12) грибковая инфекция;
- 13) вечное блаженство;
- 14) хрипы в легких.

► 6. Questions and discussion points:

- 1) Explain the phrase: “I am not a Luddite.”
- 2) Why is talking and examining the patient so important?
- 3) Do you agree with the speaker? Does it matter to you as a patient?
- 4) Retell the story about Sir Joseph Bell. What idea is conveyed to the audience?
- 5) How was the stethoscope invented?
- 6) What is the iPatient?



- 7) What is the difference between the patient's and physician's perception of the best medical care?
- 8) Do you agree that physical exam is a ritual? Why? What is the message of this ritual?
- 9) Make up one question about the speech to be asked in class.
- 10) Be ready to interpret for the speaker.

► 7. Act out dialogues between a physician and a patient, making use of the following phrases:

- Is it hard to swallow?
- The tongue is thickly furred.
- Have you got any appetite?
- I'll write a sick leave for you.
- Let me feel your pulse.
- To reduce temperature
- Buy the mixture for the throat and gargle every two hours.
- Injections / shots
- You will have to be X-rayed.
- You have the sprain of the wrist.
- You need to apply a dressing.
- I need to listen to your chest.
- I need to take your blood pressure.
- To take temperature
- You have hay fever / seasonal allergy.
- You should be taken to casualty department immediately – this can be life-threatening.
- You banged your head severely.
- Take a pill of activated charcoal 3 times a day after meal.
- Keep a strict diet.

- Does this medicine have any after-effects?
- You should take calcium supplements and multivitamins.
- You should increase fruit and vegetable intake.
- Try to maintain healthy weight.
- You should limit alcohol intake and quit smoking.

## **SPEAKING OF HEALTH CARE**

### **Personal stories from patients, doctors, and activists**

*by Daina Saib*

#### **Brian Salmon, Perfusion Assistant, Chicago**

A little over five years ago, I was diagnosed with testicular cancer. Even with my insurance, it still took me years to pay off the thousands of dollars of out-of-pocket costs.

After three years of follow-up visits, my insurance company told me that they no longer considered my hospital a provider for their plans. I had developed a relationship with the doctors, nurses, and staff at the hospital. They had been there during some of the toughest times of my life.

When it comes to a person's well-being there isn't much of a choice. Who chooses not to seek treatment for cancer? When the doctor tells you to do something or you will die, who says, "Gee, that's a little more than I was hoping to spend today?" It isn't like choosing between Coke or Pepsi.

In certain ways the American health care system is absolutely amazing. We know how to remove a person's diseased heart, replace it with the heart of a cadaver, and have the person live out the rest of their life. Realistically, next to no one in America will ever have to worry about diseases like tuberculosis or malaria.

On the other hand, the American healthcare system is by no means fair or egalitarian. It, like everything else in our capitalist

society, favors the wealthy. There are people who will only go to the Mayo Clinic to see a doctor, even if that means travelling across the country, while there are people who decide not to have that chronic cough checked out because it would mean less food on the table for the kids. In that way the American healthcare system is really screwed up, and it is a really complicated problem. For starters, it isn't just the doctors, hospitals, and insurance companies, it is every social aspect of a person's health. The rich can afford to eat better. They can afford the time it takes to get regular exercise. Most important, they can afford health care to be proactive and not just reactive. Does anyone really think that a single mother of four that has to work a couple of part time jobs to pay the bills can get to Bally's three times a week?

**Evonne Hilton. North Seattle**

"I'm frustrated by the healthcare system." Five years ago, Hilton fell and severely injured her head. She was in a managed healthcare system. The doctors didn't do a diagnostic scan; she was seen in the emergency room and discharged without further treatment. She found herself unable to do her job due to severe memory loss and inability to function. She tried for several years to do other jobs within the organization, but finally had to quit. "I lost everything. No one would hire me. I was on the street for years." Medicaid kicked in last year; she now lives on social security disability in a Seattle Housing authority apartment. She is able to pick her doctor and hospital. She suffers chronic daily headaches, and sometimes severe and disabling condition which affects about 1 in 6 people in the U.S.

**Linas Raslavicius, Software Consultant, Huntington Beach,  
California**

Raslavicius worked for Rockwell International as a software engineer for 16 years. He left the company 13 years ago, in part

due to suffering from chronic fatigue syndrome. When he became a software consultant, he was denied individual health insurance due to his high blood pressure and other pre-existing conditions. He was able to qualify for the California's Major Risk Medical Insurance Program, a 36-month program that provides health insurance for Californians who can't get individual insurance on their own because they are considered to be "high risk". The state subsidizes a portion of the premiums insurance costs went up when he turned 50. The costs also increased last year by more than 25% to \$768 per month. As an independent contractor, he says he can't afford it if insurance costs continue to climb at those rates.

"I left Rockwell in 1993, and insurance wasn't a big issue then. If you worked at a large well-established company, it wasn't a problem for you. Going solo as an independent contractor has been substantially more difficult."

**Dr. Deborah Richter, Primary Care Physician and Health Care Reform Activist, Montpelier, Vermont, Current Chair of Vermont Health Care for All**

I practice in a rural clinic in Vermont where I see the problems in health care up close. One in ten Vermonters are uninsured and another one in seven are underinsured, which means they have to scrape around to pay the first \$5,000 to \$10,000 in medical bills. They often avoid coming to the doctor and I have seen even young people die of preventable diseases. As a physician, I find it impossible to witness such atrocities and not get involved in reforming health care. It is clear to me that the only answer is to tackle rising health care costs and the financing of health care services in a systematic way that answers to everyone, not just to some. Let's face it, at some point, like every other nation in the world, we are going to have to view health care as a public good and publicly finance it, for everyone. To have a kind of Medicare for all.

**Roy Farrell, MD. Medical Director of Hospitals, Group Health,  
Seattle, Past President of Physicians for Social Responsibility**

We provide world-class healthcare to a certain segment of our population who has insurance and at the same time we make other people go through bankruptcy to get the care they need. What's happening now is the uninsured are growing slowly; the underinsured are growing dramatically.

We need a rational way to allocate our limited health care resources. I was an emergency physician for 30 years. All the dysfunction of society and our irrational system shows up there. All we have as emergency physicians is the very expensive alternative to preventative care. It's a tragedy that we can't give access to a meaningful relationship with a good primary care physician.

Like Dr. Richter, Dr. Farrell favors a universal health care plan similar to Medicaid, although he envisions one that is carried out on a regional basis. He points to Oregon's recent plan for Medicaid enrollees, which was carried out using what he calls "a meaningful public involvement process."

A commission of health care providers and consumers got together and listed a set of common primary and acute medical conditions and services and rank-ordered them based on what was most important to the health and well-being for the people of their region. Once they knew how much money they had in their budget to spend caring for those conditions, they could say, for example, "At condition 618 we exceed our budget, so we'll only be able to cover all of the above conditions," getting what Dr. Farrell calls "the most bang for their limited health care dollars."

A regional approach also looks at what resources are available, such as how many hospital beds, neonatal units, etc. there are. "It needs to be a manageable system that can maximally benefit the whole population of that region," he says. "This requires some major structural changes of how medical care is financed." Farrell advocates getting rid of employer-based health care, which he

believes doesn't best serve the needs of our population. He also thinks we have to dramatically restructure our health care delivery system as well. "I still think we want competing, different delivery systems, but carried out in a rational way so that patients can select which group and hospitals they want to go to."

**Anonymous – Health care financial manager, Chicago**

I'm a financial manager in Chicago-area health care. My feelings toward the U.S. health care system are very mixed. On the one hand, it has provided me with a career that has benefited me personally. On the other hand, from a moral standpoint, I feel it has many severe flaws. The fact that there are so many people in this country that cannot afford decent healthcare, or have great difficulties in affording and obtaining crucial medications is a shame in a country so wealthy.

The huge profits made by pharmaceutical companies are obscene, and the insurance companies do business in a way that provides as many obstacles as possible to the patient and the provider. Their machinations to try to avoid paying legitimate claims often drive a wedge between the patient and the health care provider, who is jumping through hoops to get a claim paid. Insurance companies, in my opinion, are one of the lowest forms of "life" on this planet. Preying on the legitimate needs of people for coverage, frustrating providers in their labyrinth of regulations, and willing to deny coverage at the drop of a hat – they're vultures.

I can't wait until the time where I'm able to find a rewarding, well-paying career as far away from health care as possible.

**Jay Bhatt, President American Medical Students Association  
(AMSA)**

We've inherited a medical system that's broken and leaving people behind. Health care is more than just a political or ethical issue – it's a social justice issue. The uninsured crisis is a national

problem in need of a national solution. That solution, we believe, is a national health insurance system – publicly financed, privately delivered.

AMSA is the birthplace of medical student activism. We're working to engage medical students in change and to help them become socially responsible physicians. Our campaigns are mobilizing the future doctors of the U.S. to partner with organizations, community groups, education, and people like those of Gesundheit to bring health care to all.

AMSA sponsors National Pharm-free day. Thousands of doctors and medical students have signed a pledge to say “no” to pharmaceutical company promotions – to say “our critical judgment is not for sale.”

“If we can move away from the fragmented system we have toward getting basic health care coverage for everyone, we'll save money and have a healthier society.

Write your member of Congress. Be a Health Care Voter. Campaign. Demand that our leaders improve the health care system. This is a partnership, and we ALL need to work to keep affordable health care for all at the forefront of our nation's dialogue.”

Some of AMSA's Campaigns:

**Healthcare for America Campaign:** Health professional students – including students in medicine, public health, dentistry, and nursing – are ideal for voicing patient concerns and promoting solutions to address the worsening health care industry. The Health Care for America Campaign is a nationwide lobbying initiative where future health care professionals will advocate for the following strategic points:

1. Ensuring access to quality and affordable health care for all;
2. Eliminating health disparities;
3. Diversifying the health professional workforce.

Health professional students will partner with local community advocacy organizations, identify the most pressing health care issues in each state and conduct lobby visits during a designated week.

**Healthcare Workers Campaign:** AMSA is partnering with HealthGAP, Physicians for Human Rights (PHR), and other organizations to bring awareness around the need for community healthcare workers. Building this workforce would be beneficial to us here at home.

It is imperative that the U.S. leads this initiative to build a sustainable health workforce in the developing world. This initiative would train, retain, and support at least 250,000 community health care workers in sub-Saharan Africa via support from strengthened existing facilities, focusing on public-health sector facilities.

### **Erin Walker, 25, Student Chicago**

“I have a hole at the base of my spine and I have no health insurance. The condition is not life threatening, but it can be extremely painful. There is a surgery that would take care of this condition, but the procedure would cost thousands of dollars. The antibiotics alone are astronomically priced. So, I am not dying, but I can’t do things I’d like to do like running or horseback riding. And now that it is a preexisting condition, I doubt it will ever be covered. America lags behind in education, environmental issues and our own healthcare. Sometimes I wonder how much business we have “helping” other countries when we can’t even help our own.

*(<http://www.yesmagazine.org/article.asp?ID=1508>)*

- 1. Discussion points:
  - 1) Sum up the merits and drawbacks of the health care system in the USA as described by the patients and activists.



- 2) Get prepared to discuss the problems with health care in this country.
- 3) Speak on the national health care project. Do you feel that it is really badly needed for Russia now?



2. Watch the TED-talk of Alyson McGregor “*Why medicine often has dangerous side effects for women*” and be ready to discuss it.



3. Give Russian equivalents for the following:

- 1) running noses;
- 2) stubbed toes;
- 3) an emergency medicine doctor;
- 4) are due to side effects on women;
- 5) to be released to the market;
- 6) clinical trials on humans;
- 7) unacceptable side effects;
- 8) male cells, male animals;
- 9) the clinical trials have been performed almost exclusively on men;
- 10) the sleep aid Ambien;
- 11) women suffer more sleep disorders than men;
- 12) recommended cutting the dose in half for women;
- 13) women metabolize the drug at a slower rate than men;
- 14) they're at risk for motor vehicle accidents;
- 15) They don't have the constantly fluctuating levels of hormones that could disrupt clean data.
- 16) Women's health became synonymous with reproduction: breasts, ovaries, uterus, pregnancy. It's this term we now refer to as “bikini medicine.”
- 17) children actually have a different physiology than normal adults;
- 18) Women are not just men with boobs and tubes.
- 19) But they have their own anatomy and physiology that

- deserves to be studied with the same intensity.
- 20) Men will complain of crushing chest pain – an elephant is sitting on their chest.
  - 21) Women have chest pain, too. But more women than men will complain of “just not feeling right,” “can’t seem to get enough air in,” “just so tired lately.”
  - 22) we are scratching the surface;
  - 23) DNA, sex-determining chromosomes;
  - 24) XY if you’re male, XX if you’re female;
  - 25) There are differences between men and women in the susceptibility and severity of diseases.
  - 26) the future health care providers personalized, individualized health care for everyone.

## INNOVATIONS IN MEDICINE

### **New IVF test can help to prevent miscarriage**

*by Oliver Wright  
Health Correspondent*

Older women who have trouble *conceiving* or have suffered repeated *miscarriages* were offered hope yesterday after the successful trial of a new form of *IVF treatment*.

Doctors in Nottingham announced that a patient had successfully become pregnant using a technique that can spot abnormalities within a single *cell*. Only healthy embryos are then implanted in the *womb*, which increases the chances of a full-term pregnancy.

The *breakthrough* should benefit women aged over 36, those who have suffered recurrent miscarriages and those whose embryos have repeatedly failed to implant in the womb. It was carried out at the Park Hospital in Nottingham which was the first clinic in Britain to be given a licence to carry out the procedure,

known as *aneuploidy screening*, by the Human Fertilisation and Embryology Authority.

The embryo is tested about three days after fertilization for disorders such as Down's syndrome. By checking at this stage, doctors can find out which embryos are healthy and suitable for implantation.

In the case of the first pregnancy, the woman, who is not being named, is 42 years old and has a history of miscarriages. The clinic found that four of her six embryos were chromosomally abnormal. It implanted the two healthy embryos into her womb and she is now expecting a baby early in the New Year.

Simon Fishel, director of the hospital's *infertility* unit, said he was delighted the new technique had been successful.

"We are very pleased for this couple who have been trying for a baby for several years," he said. "Nature produces a high percentage of abnormal embryos and simply looking down a microscope cannot detect these."

Dr Fishel said studies suggested that pre-implantation genetic screening could detect up to 50 per cent of aneuploid conditions – which arise when a cell has fewer or more than the normal number of chromosomes – and up to 70 per cent of conditions that cause miscarriage in the first 12 weeks of pregnancy.

He added that a women's fertility naturally declined after the age of 36 and the risk of chromosomal abnormalities increased.

"*Antenatal screening* is routinely accepted but should a problem arise, couples may face a termination well into pregnancy," he said.

"Screening an embryo for high-risk couples could help to prevent that happening."

The technique screens for seven chromosomes but it is hoped that experts will be able to test for more in the future.

The Park Hospital's infertility clinic treats both NHS and private patients. However, the technique is likely to be available

only to private patients because of shortages in NHS funding for IVF treatments.

The clinic is treating Raj and Shahana Hashmi, who are using the technique to find an embryo that will provide a match for their sick son Zain.

In April, the Court of Appeal overturned a ban which had prevented the couple using the method to help Zain, aged four, who has the rare blood disorder thalassaemia and requires a *bone-marrow* transplant. It is understood Mrs Hashmi is currently in the middle of a treatment cycle.

(TIMES, June 18, 2003)

- 1. Discussion points:
  - 1) Sum up the content of the article.
  - 2) Why is IVF test a breakthrough in medicine?
  - 3) Why are the preliminary tests indispensable?
  - 4) Who can afford IVF?
  - 5) Discuss the advantages and disadvantages of IVF treatment.

### **Screen test: an X-ray sent by picture message on a mobile phone at the Royal Glamorgan Hospital in Wales**

#### **Doctors send X-rays by mobile phone**

*by Simon de Bruxelles*

A hospital is saving thousands of pounds by using picture-messaging mobile phones instead of couriers to send X-rays to consultants.

The idea came to Jonathan Davies, an orthopaedic consultant at the Royal Glamorgan Hospital in Llantrisant, south Wales, after seeing a junior doctor demonstrating his new picture-messaging mobile.

“It suddenly occurred to me that they could be used to send X-rays,” he said. “My colleagues were concerned that the images were too small so we conducted a little experiment.”

“We photographed 100 images, and in 98 of the cases we were able to see enough to correctly diagnose the problem and give the appropriate treatment.”

“Specialists are so used to seeing different fractures that in 98 out of 100 cases they could tell which sort of treatment was needed from looking at the – ray on a phone.”

The X-rays are developed as normal then photographed by the mobile telephone’s built-in camera and sent as a picture message to the consultant’s own telephone.

Until now, taxis and couriers have been used to take X-rays to the two orthopaedic consultants when they have been on duty at other hospitals. Mr. Davies said that there has been a reduction in the time patients have to wait for treatment or a second opinion.

“Picture messaging has proved a successful, quick and cost-effective method of transmitting images between colleagues,” he said. “It speeds up diagnosis time so we can get immediate decisions and start treating patients much more quickly.”

The Royal Glamorgan is the first hospital in Britain to adopt the idea, which Mr Davies is due to present to a British Orthopaedic Association conference later this year.

“I think it will be a big hit,” he said. “As mobile phone technology gets better and the pictures you can take with a phone become clearer, the possibilities could become limitless.”

(*TIMES*, June 18, 2003)

- 2. Sum up the contents of the article and give your opinion of the innovation described.

## Why your genes can lose you your shirt

by Mark Henderson  
Science Correspondent

Compulsive gamblers have been given a new excuse: their *high-rolling* instincts may be all in their genes, according to British scientists.

Thrill-seekers who get a *frisson* from gambling, drugs or extreme sports may *owe* their love of risk to a *gene* that promotes *extrovert behaviour*, according to new research at Oxford University.

People who have inherited a particular version of the gene, the dopamine D4 receptor, value novel experiences more than those with another variant, a review of 46 studies on genetics and personality has revealed. This makes them more likely to try activities that they know are dangerous.

The findings offer some of the strongest evidence yet for the influence of genes on human behaviour, and may explain why so many people ignore health warnings on tobacco, alcohol or drugs.

Marcus Munafò, who led the research team from the Cancer Research UK General Practice Research Group, said that people who carry one variant of the receptor gene score about 5 per cent higher than usual on a personality test measuring extrovert tendencies.

“It is the extent to which you’re sensation-seeking and seek out novelty,” he said. “One reflection of it could be drugs, but it could also be sky-diving, or gambling. It’s a genetic clue to thrill-seeking behaviour.”

### ► 3. Discussion points:

- 1) Say how genes predestine the behaviour and habits of people.
- 2) What is the significance of this research?
- 3) Account for the title of the article.



4. Watch the TED-talk of Catherine Mohr “*Surgery’s past, present and robotic future.*”

► 5. Give English equivalents for the following:

- 1) уголовное преступление;
- 2) каменный век;
- 3) утонченная технология;
- 4) предки;
- 5) желчный пузырь;
- 6) осложнения;
- 7) громоздкий;
- 8) болезни (2 варианта).

► 6. Give Russian equivalents for the following:

- 1) surgical robots, surgery (interventional surgery, invasive surgeries), surgical instruments;
- 2) surgeons (tailors, plumbers, carpenters, butchers) ;
- 3) a trephinated skull (trephination) ;
- 4) a healer;
- 5) seizure disorder;
- 6) therapeutic;
- 7) confined their surgery to superficial injuries;
- 8) itinerant barber surgeon;
- 9) anesthesia;
- 10) a lithotomy;
- 11) the bladder stone;
- 12) to delve deeper into the body;
- 13) painstaking operations;
- 14) died of massive infection;
- 15) aseptic technique, sterility;
- 16) operative mortality;
- 17) with the patient insensitive to pain;
- 18) on the gut (liver, heart, brain);
- 19) transplantation;
- 20) big incision, recovering from a cut;
- 21) little incisions;

- 22) place the needle in your instruments;
- 23) to get a 3D view;
- 24) a prostatectomy;
- 25) pelvis;
- 26) fine dissection;
- 27) delicate manipulation;
- 28) a good surgical outcome;
- 29) cracking the chest;
- 30) ribs;
- 31) repair the valves;
- 32) re-set it up;
- 33) time-consuming
- 34) dissect;35) cancer surgery
- 36) to inject specially designed markers into the bloodstream
- 37) to target the cancer, a diagnosis of cancer
- 38) tumor, light up tumors, kidney tumor
- 39) flexible microscopic probes
- 40) a surgical patient

► 7. Questions and discussion points:

- 1) How do surgeons differ from ordinary people?
- 2) Speak of the history of interventional surgery.
- 3) Why did patients use to die after surgery?
- 4) What is laparoscopy? Speak of its benefits and drawbacks.
- 5) What breakthrough technologies are used in surgery nowadays?
- 6) Make up one question about the speech to be asked in class.

► 8. Be ready to interpret for the speaker.



## CORONAVIRUS



1. Watch the TED-talk of Alanna Shaikh “*Why COVID-19 is hitting us now – and how to prepare for the next outbreak.*”

► 2. Give English equivalents for the following:

- 1) полномочия;
- 2) биологическая безопасность;
- 3) оценивала работу центров лечения Эболы;
- 4) передача туберкулеза в медицинских учреждениях;
- 5) шумиха в СМИ по поводу COVID-19;
- 6) специфическое подмножество вирусов;
- 7) они используют эти шипы для вторжения в клетки;
- 8) коронавирусы нацеливаются на ваши легкие (2 варианта) ;
- 9) они не вызывают тошноту;
- 10) они не вызывают кровотечения из глаз;
- 11) они не вызывают кровоизлияния;
- 12) он вызывает респираторные симптомы;
- 13) вирусная пневмония;
- 14) симптомы выражены слабо;
- 15) зоонозный (передающийся человеку от животных)
- 16) передаваться от животных к людям;
- 17) передаваться от человека к человеку;
- 18) Это не «возможно». Это «точно» («данность»).
- 19) потепление климата делает мир более благоприятным (гостеприимным) для вирусов и бактерий;
- 20) люди вступают в контакт с дикой природой;
- 21) особенно летучие мыши несут в себе болезни, передающиеся людям;
- 22) отдаленные места;
- 23) Мы не можем остановить вспышку карантином или

запретом на перемещение (путешествия).

- 24) уклоняться от карантина;
- 25) огромная нагрузка (бремя) на здравоохранение;
- 26) запастись средствами защиты;
- 27) круизные лайнеры;
- 28) постыдные случаи ксенофобии;
- 29) обрабатывайте свои телефоны;
- 30) не трите глаза;
- 31) не грызите ногти;
- 32) если вам поставили диагноз COVID-19;
- 33) наращивать поставки;
- 34) готовы к чрезвычайным ситуациям;
- 35) мы здесь должны руководствоваться справедливостью.

► 3. Questions and discussion points:

- 1) What are the symptoms of coronavirus? Why is it called so?
- 2) How does it transmit?
- 3) Are there going to be more epidemics? Why?
- 4) Can quarantine help to stop the outbreaks? Do you agree with the speaker?
- 5) What can we do, personally and as a planet, to slow down the outbreaks and minimize their impact?
- 6) Make up one question about the speech to be asked in class.
- 7) Be ready to interpret for the speaker.

## **A FINAL DISCUSSION ON MEDICINE AND HEALTH**

► 1. Answer the following questions:

- 1) Why is health education necessary for people? What is the role of mass media in it?

- 2) State hospitals vs. private clinics. Which would you choose and why?
- 3) What does our health depend on?
- 4) What are the health decisions?
- 5) How can the change of the life style affect our health?

► 2. Agree or disagree:

- 1) People dice with death.
- 2) Our health care system is flawless.
- 3) Your health depends only on you.
- 4) Smoking does you good, because it prevents you from depression.
- 5) In this country all the people have family doctors.
- 6) Doing sports is the best way to improve your health.
- 7) We are genetically predisposed to diseases.

## **USEFUL VOCABULARY**

### **Diseases**

flu, pneumonia, rheumatism, chickenpox, mumps, ulcer, concussion, indigestion / disordered stomach, tuberculosis (TB), polio, small-pox, measles, asthma, diabetes, cancer, osteoporosis, chronic fatigue syndrome, memory loss / amnesia, hypertension, heart attack, heart failure, heart disease, stroke, hereditary conditions, incurable / terminal diseases, HIV / AIDS, coronavirus / COVID-19.

### **Symptoms**

dry cough, high fever, chest pain, rapid breathing, headache, aching muscles, sneezing, swollen and painful joints, stiffness, limited movements, rash, slightly raised temperature, swollen glands in front of ears, earache or pain on eating, burning pain

in abdomen, pain or nausea after eating, mild to moderate pain, itching, watery eyes, loss of consciousness, vomiting, speech difficulties, poor coordination, a stomach ache, diarrhea, hypertension, sleep troubles, sore throat, tooth troubles, back pain, acute pain

## **Injuries**

bruise, scald, blister, scratch, graze, gash, sprain, fracture

## **Treatment**

to contract a disease / to catch a disease

vaccine

complications and side-effects

health care

ongoing treatment

to cure

to heal

screening

cancer prevention

healthful behaviour

the doctor-patient relationship

the feedback from patients

treatment decisions

a family doctor / general practitioner (GP)

to be diagnosed

casualty department

emergency room

individual health insurance

preventative care

medication

pills / painkillers

to write a prescription

to stick to treatment

to prevent medical error

► 3. Translate into English using your active vocabulary:

1. Наследственные болезни очень трудно лечить, но врачи обязательно должны знать о них.
2. Моя подруга страдает от хронической усталости, она не умеет отдыхать и никогда полностью не расслабляется. Ей нужно сменить обстановку и отвлечься от всех проблем.
3. Врач попросила пациента раздеться до пояса, она хотела послушать легкие и сердце, так как недавно у него была пневмония.
4. Многие болезни трудно вылечить полностью, но если пациенты принимают постоянное лечение, то чувствуют себя хорошо.
5. Вчера у него был сердечный приступ и очень высокое давление, в целом, состояние его здоровья оставляет желать лучшего.
6. Если бы она принимала лекарства регулярно, то не было бы приступов астмы. Нужно полечиться две недели в стационаре.
7. Терапевт может прописать многие лекарства и рекомендовать некоторые анализы, но только специалист может точно поставить диагноз.
8. Этот врач всегда подбадривает больных и дает полезные советы, его рекомендации по лечению многих болезней оправданы.
9. Каждую весну я делаю рентген грудной клетки, так как у моего брата был туберкулез. Но он получил правильное лечение и быстро выздоровел без всяких осложнений.
10. Если Вы почувствуете острую боль, вызывайте скорую помощь. Вам может понадобиться операция. У Вас есть страховка?

## TEXT FOR CLOSE READING

### The Use of Force

by W.C. Williams

They were new patients to me, all I had was the name, Olson. Please come down as soon as you can; my daughter is very sick. When I arrived I was met by the mother, a big startled looking woman, very clean and apologetic who merely said, Is this the doctor? and let me in. In the back, she added. You must excuse us, doctor, we have her in the kitchen where it is warm. It is very damp here sometimes. The child was fully dressed and sitting on her father's lap near the kitchen table. He tried to get up, but I motioned for him not to bother, took off my overcoat and started to look things over. I could see that they were all very nervous, eyeing me up and down distrustfully. As often, in such cases, they weren't telling me more than they had to, it was up to me to tell them; that's why they were spending three dollars on me.

The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever. She did not move and seemed, inwardly, quiet; an unusually attractive little thing, and as strong as a heifer in appearance. But her face was flushed, she was *breathing rapidly*, and I realized that she had *a high fever*. She had magnificent blonde hair, in profusion. One of those picture children often reproduced in advertising leaflets and the photogravure sections of the Sunday papers. She's had a fever for three days, began the father and we don't know what it comes from. My wife has given her things, you know, like people do, but it don't do no good. And there's been a lot of sickness around. So we tho't you'd better look her over and tell us what is the matter.

As doctors often do I took a trial shot at it as a point of departure. Has she had *a sore throat*? Both parents answered me together, No . . . No, she says her throat don't hurt her.

Does your throat *hurt* you? added the mother to the child. But the little girl's expression didn't change nor did she move her eyes from my face.

Have you looked?

I tried to, said the mother, but I couldn't see.

As it happens we had been having a number of *cases of diphtheria* in the school to which this child went during that month and we were all, quite apparently, thinking of that, though no one had as yet spoken of the thing. Well, I said, suppose we take a look at the throat first. I smiled in my best professional manner and asking for the child's first name I said, come on, Mathilda, open your mouth and let's take a look at your throat.

Nothing doing.

Aw, come on, I *coaxed*, just open your mouth wide and let me take a look. Look, I said opening both hands wide, I haven't anything in my hands. Just open up and let me see.

Such a nice man, put in the mother. Look how kind he is to you. Come on, do what he tells you to. He won't hurt you. At that I *ground my teeth* in disgust. If only they wouldn't use the word "hurt" I might be able to get somewhere. But I did not allow myself to be hurried or disturbed but speaking quietly and slowly I approached the child again.

As I moved my chair a little nearer suddenly with one catlike movement both her hands *clawed* instinctively for my eyes and she almost reached them too. In fact she knocked my glasses flying and they fell, though unbroken, several feet away from me on the kitchen floor.

Both the mother and father almost turned themselves inside out in embarrassment and apology. You bad girl, said the mother, taking her and shaking her by one arm. Look what you've done The nice man...

For Heaven's sake, I broke in. Don't call me a nice man to her. I'm here to look at her throat on the chance that she might have diphtheria and possibly die of it. But that's nothing to her. Look here I said to the child, we are going to look at your throat.

You're old enough to understand what I'm saying. Will you open it now by yourself or shall we have to open it for you?

Not a move. Even her expression hadn't changed. Her breaths however were coming faster and faster. Then the battle began I had to do it. I had *to have a throat culture* for her own protection. But first I told the parents that it was entirely *up to them*. I explained the danger but said I would not insist on an examination so long as they would take the responsibility. If you don't do what the doctor says you'll have to go to the hospital, the mother admonished her severely.

Oh yeah? I had to smile to myself. After all, I had already fallen in love with the savage brat, the parents were contemptible to me. In the ensuing struggle they grew more and more abject, crushed, exhausted while she surely rose to magnificent heights of insane fury of effort bred of her terror of me.

The father tried his best, and he was a big man but the fact that she was his daughter, his shame at her behavior and his dread of hurting her made him release her just at the critical moment several times when I almost had achieved success, till I wanted to kill him. But his dread also that she might have diphtheria made him tell me to go on, go on though he himself was almost *fainting*, while the mother moved back and forth behind us raising and lowering her hands in an agony of apprehension. Put her in front of you on your lap, I ordered, and hold both her wrists.

But as soon as he did the child *let out a scream*. Don't, you're hurting me. Let go of my hands. Let them go I tell you. Then she *shrieked* terrifyingly, hysterically. Stop it! Stop it! You're killing me! Do you think she can stand it, doctor! said the mother.

You get out, said the husband to his wife. Do you want her to *die of diphtheria*? Come on now, hold her, I said.

Then I *grasped* the child's head with my left hand and tried to get the wooden tongue depressor between her teeth. She fought, with clenched teeth, desperately! But now I also had grown furious – at a child. I tried to hold myself down but I couldn't. I know how to expose a throat for inspection. And I did my best.



When finally I got the wooden spatula behind the last teeth and just the point of it into the mouth cavity, she opened up for an instant but before I could see anything she came down again and gripping the wooden blade between her molars she reduced it to splinters before I could get it out again. Aren't you ashamed, the mother yelled at her. Aren't you ashamed to act like that in front of the doctor? Get me a smooth-handled spoon of some sort, I told the mother. We're going through with this. The child's mouth was already bleeding. Her tongue was cut and she was screaming in wild hysterical shrieks. Perhaps I should have desisted and come back in an hour or more. No doubt it would have been better. But I have seen at least two children lying dead in bed of *neglect* in such cases, and feeling that I must *get a diagnosis* now or never I went at it again. But the worst of it was that I too had got beyond reason. I could have torn the child apart in my own fury and enjoyed it. It was a pleasure to attack her. My face was burning with it. The damned little brat must be protected against her own idiocy, one says to one's self at such times. Others must be protected against her. It is social necessity. And all these things are true. But a blind fury, a feeling of adult shame, bred of a longing for muscular release are the operatives one goes on to the end. In a final unreasoning assault I overpowered the child's neck and jaws. I forced the heavy silver spoon back of her teeth and down her throat till she gagged. And there it was – both *tonsils* covered with membrane. She had fought valiantly to keep me from knowing her secret. She had been hiding that sore throat for three days at least and lying to her parents in order to escape just such an *outcome* as this.

Now truly she was *furious*. She had been on the defensive before but now she attacked. Tried to get off her father's lap and fly at me while tears of *defeat* blinded her eyes.

## DISCUSSION

- 1) Sum up the narrator. What can you say about his values, behavior and professional ethics?
- 2) Which tactics did the doctor use, trying to check Mathilda's throat?
- 3) Speak of the parents. Do they appeal to you? Why didn't they call the doctor immediately? Do they trust the doctor and his abilities?
- 4) Why was the doctor disgusted when the mother told Mathilda that he wouldn't hurt her? Why did he have an outburst when she called him a "nice man"?
- 5) What is your impression of Mathilda? Is the contrast between her appearance and behavior ironical?
- 6) Account for the end of the story. Why was Mathilda crying?
- 7) Dwell on the conflict between reason and emotion as depicted in the story.
- 8) Why is the dialogue written without quotation marks?
- 9) Comment on the saying: "Violence is never the answer." Do you agree that the use of force for benevolent purposes is justifiable?
- 10) When the story was published in 1938, there was an antitoxin available to treat diphtheria, but no vaccine to prevent it. Read the text about diphtheria and translate it into Russian:

Diphtheria is a disease that attacks the respiratory tract. It is characterized by a sore throat, low-grade fever, and the formation of a membrane around the tonsils. The membrane grows until it blocks the breathing passages, causing the infected person to eventually suffocate.

Throughout human history, diphtheria has been feared as one of the most dreaded and potentially devastating diseases to

attack humankind. It is very contagious, and outbreaks of the disease spread quickly through communities that had practically no defense against it. In colonial New England, for example, a diphtheria epidemic was estimated to have killed 80 percent of the population of children under 10 in some towns in the five years between 1735 and 1740. In the 1920s, when William Carlos Williams was a practicing physician, there were an estimated 100,000 to 200,000 cases of diphtheria in the United States each year, resulting in an average annual death toll close to 15,000. The 1925 outbreak that threatened to decimate the population of children in Nome, Alaska, led to a convoy of dog sled teams moving diphtheria serum from Anchorage, an event that is commemorated every year with the famous Iditarod sled dog race.

A cure for diphtheria was slow in coming. Early treatments in the 1800s entailed inserting a tube down through the respiratory tract, to hold off the development of the membrane and allow the patient to continue breathing. An antitoxin against the disease won the first Nobel Prize in the 1890s, but it only neutralized the poisons that the disease caused in the patient and it did not stop diphtheria itself. A vaccine to prevent the drug was developed in 1923, but it was not until the post-war years of the 1950s that there came an antibiotic that could effectively treat patients who already had diphtheria.

Today, thanks to inoculation and early treatment, diphtheria is very uncommon. Between 2000 and 2007, for example, only five people in the United States died of the disease.

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following word combinations:

a big startled looking woman; to look things over; eyeing me up and down; I coaxed; grind one's teeth; catlike movement; the savage brat; in an agony of apprehension;

clenched teeth; she reduced it to splinters; I should have desisted; covered with membrane; fought valiantly.

- 2. Give English equivalents for the following word-combinations:

щеки ее пылали; у тебя болит горло?; взять мазок из горла; вызывать неприязнь; жалкие; на грани обморока; завопить; деревянный шпатель; ротовая полость; коренные зубы; растерзать ребенка; поставить диагноз; слепая ярость; миндалины.

- 3. Explain the meaning of the words marked and translate the sentences into Russian:

- 1) My wife has given her *things*, you know, like people do, but it don't do no good.
- 2) As doctors often do I *took a trial shot* at it as a point of departure.
- 3) At that I *ground my teeth* in disgust.
- 4) You could hear the dog *clawing* at the door.
- 5) Both the mother and father almost *turned themselves inside out* in embarrassment and apology.
- 6) For Heaven's sake, I *broke in*.
- 7) It was a stiff pair of boots that took weeks *to break in*.
- 8) But first I told the parents that it was entirely *up to them*.
- 9) The doctor will give you a full *examination* before the trip.
- 10) It looked like a shed, but *on closer examination* we could see it was someone's house.
- 11) He lives *in dread of* meeting her again.
- 12) Many people in the crowd *fainted* in the heat.
- 13) Many of us face our retirement *with apprehension*.
- 14) He *grasped* her firmly by the shoulders.
- 15) He found it difficult *to grasp* the rules of the game.
- 16) After three years of *neglect* the roads are full of

potholes.

- 17) I could have *torn the child apart* in my own fury and enjoyed it.
- 18) The police *tore the place apart* looking for the money.
- 19) Dad was absolutely *furious* that I had borrowed his car without asking.
- 20) His speech was greeted by *furious* applause.
- 21) The whole country was in the grip of *election fever*.
- 22) Don't mention her divorce – it is a bit of a *sore point*.

- 4. Arrange the following words in pairs of synonyms and bring out the difference between them:

apprehension, dread, rapidly, outcome, to overpower, shriek, contemptible, quickly, anxiety, abundance, result, fear, profusion, detestable, to defeat, to scream.

- 5. Arrange the following words in pairs of antonyms and bring out the difference between them:

cowardly, neglect, dry, sick, to coax, victory, defeat, healthy, attention, valiantly, damp, to bully

- 6. Paraphrase the marked sections of the following sentences using your active vocabulary:

- 1) The wood won't burn if it is *wet*.
- 2) Rescuers told how they *persuaded* a man out of a suicide attempt.
- 3) *We are responsible* for solving the problems in our neighbourhoods.
- 4) His cold behavior *caused her emotional pain*.
- 5) Do you want to stay or go? *It is for you to decide*.
- 6) Her doctor examined her and *stated that she got* appendicitis.
- 7) Use paracetamol syrup to reduce *high temperature* in infants.

- 8) Business failures have risen *quickly* in recent months.
- 9) The child *uttered a violent scream* when the nurse made the injection.
- 10) You should try *to understand* the meaning of the whole sentence.
- 11) The mission of this organization is to protect children from abuse and *lack of care*.
- 12) They were *extremely angry* at not being invited to the party.
- 13) He refused to comment on the *result* of the election.
- 14) He was a stubborn man who was not prepared to admit *failure*.

► 7. Translate into English with a special care for the marked words and phrases. Some of them are from the text for close reading, others are from the active vocabulary list at the beginning of the Unit:

- 1) Полоскание горла соленой водой уменьшает симптомы *боли в горле*.
- 2) Хороший муж не должен *пренебрегать заботой* о своей жене и детях.
- 3) Перед тем как приступить к учебе, все первокурсники должны пройти *медицинский осмотр*.
- 4) Потом я *упал в обморок* и был вынужден провести в кровати две недели.
- 5) Даже *поражение* необходимо принимать с достоинством.
- 6) Когда хирург сделал надрез, она *заскрипела зубами* от боли.
- 7) Чтобы больной избавился от бессонницы, доктор прописал ему *успокаивающее средство*.
- 8) Он *умер от туберкулеза*, который *подхватил* во время своей поездки в Африку.
- 9) Он вдруг почувствовал *сильную боль в груди*,

- побледнел и прижал руки к сердцу.
- 10) Диабет часто приводит к развитию *осложнений*, таких как слепота, нервные и *сердечно-сосудистые заболевания*.
  - 11) Отрицательные *побочные эффекты* приема *антибиотиков* в процессе лечения никак не проявлялись.
  - 12) Центр был создан с целью проведения *скрининга, выявляющего рак*, и пропаганды *здорового образа жизни*.
  - 13) То, что будет дальше, *зависит только от тебя*.
  - 14) Я еще не измеряла ей температуру, но она вся *красная* и, по-моему, *ее лихорадит*.
  - 15) На сегодняшний день наибольшую опасность для здоровья для большинства людей представляют не *инфекционные болезни*, например, туберкулез и грипп, а *хронические заболевания*, такие как *инфаркт и инсульт*.
  - 16) Люди, склонные к *гипертонии*, могут поддерживать свое *кровяное давление* в норме за счет диеты, физических упражнений и приема соответствующих лекарств.
  - 17) Пневмония – это *воспаление легких*. Обычно симптомы пневмонии включают *сухой кашель, боль в груди, лихорадку и затрудненное дыхание*.
  - 18) Примите эти пилюли, они *успокоят острую боль*.
  - 19) Курение до сих пор остается основной причиной *рака легких*.
  - 20) Он *растянул лодыжку*, и ему *наложили повязку*.

- 8. Read the story and be ready to discuss the topic “Children and medicine” in class.

## A Day's Wait

*by E. Hemingway*

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

"What's the matter, Schatz?"

"I've got a headache."

"You better go back to bed."

"No. I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came back downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Downstairs, the doctor left three different medicines in different coloured capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.



I read aloud from Howard Pyle's Book of Pirates; but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me. Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsule at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide over the ice.

We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a

covey so close to the house and happy there were so many left to find on another day.

At the house they said the boy had refused to let anyone into the room.

"You can't come in," he said. "You mustn't get what I have."

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

I sat down and opened the Pirate book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two."

That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz. It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers we make when we do seventy in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.



9. Listen to text 26 "No one wants to live to be a hundred" from the course by L.G. Alexander "*FOR AND AGAINST*" and get ready to discuss it in class.

► 10. Questions and discussion points:

- 1) What is the message of the essay?
- 2) What is the great life's irony?
- 3) What does the Biblical span of three score years mean?
- 4) What does medical science do to extend human life? Is it a good thing if a man is senile and unhealthy. Sum up the author's opinion.
- 5) What is euthanasia? Give your opinion on the possibility of the use of it?
- 6) In what countries is it allowed?
- 7) What do you know about the life of old timers?

8) How is it possible to prolong one's life?



11. Watch the film *PHILADELPHIA* (1993) and discuss the following points:

- 1) Give the content of the film in brief and speak on its message.
- 2) How can people catch AIDS?
- 3) Can this disease be a ground for discrimination?
- 4) Does it really imply social death? What was the real reason for discharging Andrew?
- 5) Comment upon the episode depicting Andrew's visit to Joe Miller. What was his first reaction to Andrew's confession to his disease?
- 6) Speak on Andrew's background.
- 7) Discuss the episodes connected with the court procedure.
- 8) Why was Andrew so moved by the aria performed by Maria Kallas?
- 9) Discuss the characters of Andrew Becket, Joe Miller, Whyan-Wheeler.
- 10) Comment upon the final episodes of the film. What are they suggestive of?

► 12. Give Russian equivalents for the following words pertaining to medicine:

- 1) pestilent;
- 2) blood work;
- 3) Tcells;
- 4) lesion;
- 5) colonoscopy;
- 6) reaction to AZT;
- 7) blood transfusion;
- 8) to scip treatment;
- 9) KS.

- 13. Give English equivalents for the following Russian phrases and use them in the discussion of the film:

- 1) срок давности;
- 2) из каждого тупика есть выход;
- 3) мне наплевать на Вашу личную жизнь;
- 4) иметь предубеждения;
- 5) группа людей склонных к половым извращениям;
- 6) быть в поисках;
- 7) очень важный документ;
- 8) в расцвете лет;
- 9) денежное возмещение;
- 10) косвенный намек.

- 14. Translate into English using your active vocabulary:

1. На днях я сделала колоноскопию, это очень болезненная процедура, и я боялась, что у меня обнаружат опухоль. Но еще до процедуры врач заверил меня, что рак излечим.
2. Не беспокойтесь, у Вас хороший анализ крови и нет никаких инфекционных заболеваний. Однако Вы должны следовать рекомендациям врача и не пропускать лечение.
3. У пациента было сильное кровотечение, он нуждался в срочном переливании крови, поэтому одна из медсестер согласилась стать донором.
4. Пациент не подозревал, что поражение кожи на его шее было симптомом СПИДа.
5. Несмотря на свои предрассудки и боязнь тоже заразиться этой неизлечимой болезнью, адвокат решил помочь больному.
6. Врач понимал, что очень трудно умирать в расцвете лет и испытывал сострадание к своему пациенту.

7. Ядовитые растения иногда оказываются хорошими лекарствами, их активно используют в медицине.
8. Пострадавший выдвигал много требований, но семья согласилась на денежное возмещение, и суд был окончен через три дня.

## TEXTS FOR FREE TRANSLATION

### Борьба за Дэниэла

Жизнь мальчика зависела от мастерства нейрохирурга.

*Джон Пекканен*

С трудом опустившись в кресло, 11-летний Дэниэл Вандерклок пробормотал: «Голова болит». Мальчик потянулся левой рукой за стаканом с водой, и пальцы его обмякли. «Мама, – проговорил он, – рука не слушается!».

Вики Вандерклок с тревогой наблюдала, как ее прежде всегда активный и жизнерадостный сын силился пошевелить пальцами. Через минуту она уже говорила по телефону с Барри Китсом, их семейным врачом. «Немедленно привезите его!» – тут же сказал он.

Когда они добрались до врача, Дэниэл ощущал покалывание в левой руке и приволакивал левую ногу. После обследования доктор Китс отвел Вики в сторону. «Я прошу вас как можно скорее доставить Дэниэла в больницу для проведения компьютерной томографии», – сказал он.

Оказалось, что у их единственного сына целых *две* опухоли головного мозга, причем одна из них в стволе мозга, в особо опасном для хирургического вмешательства месте.

По мнению врачей, без операции Дэниэл мог прожить всего лишь несколько недель. В случае операции шанс выжить был очень небольшим. К тому же, если Дэниэл выдержит ее, то почти неизбежно его руки и ноги будут парализо-

ваны, а дышать он сможет только при помощи аппарата искусственного дыхания.

Когда Вики узнала о такой ужасающей перспективе, она твердо сказала: «Я хочу, чтобы мой сын жил, и неважно, в каком он будет состоянии. Мы позаботимся о нем».

**Искра надежды.** Том и Вики – обоим исполнилось 39 лет – не могли поверить в реальность происходившего. Их сын, учившийся в начальной школе Кента, в 48 километрах к северу от Гранд-Рапидса, считался одним из лучших бегунов и наиболее способных учеников.

Сейчас, охваченный страхом, рыжеволосый и голубоглазый Дэниэл тихо лежал на больничной койке и не мог пошевелить ни левой рукой, ни левой ногой. Внешне его страдания проявлялись лишь в том, как он прижимал к себе Паппи, плюшевую собаку с длинными висячими ушами, которую считал своим талисманом. «Где-то *должен* быть врач, способный помочь нам», – голос Тома срывался.

Детский невропатолог Лайза Скуайрс вспомнила о таком специалисте: «Я знаю нейрохирурга из Нью-Йорка. Его зовут Фред Эпстайн. Лучше его не найти. Я постараюсь связаться с ним».

Когда-то Эпстайн руководил врачебной подготовкой Лайзы. Фред Эпстайн, известнейший детский нейрохирург, был одним из первых, кому удалось успешно удалить опухоли на спинном мозге и в стволе головного мозга.

Лайза позвонила Эпстайну во Флориду. «Я хотел бы увидеть томограмму и другие результаты обследования, – сказал он. – Вы можете сейчас же отправить мне все это?»

Изучив томограмму, Эпстайн тотчас связался по телефону с Вандерклоками, которые согласились привезти сына в Нью-Йорк.

Между тем из-за возрастающего давления опухоли на дыхательный центр в стволе головного мозга Дэниэла приступы икоты стали почти непрерывными. К тому же у него

появилось неприятное ощущение онемения и покалывания с *правой* стороны. В глазах мальчика застыл ужас. Он посмотрел на мать и спросил: «Я умру?»

Вики крепко обняла сына. «Дэниэл, – ответила она, – мы едем в Нью-Йорк, и ты *не* умрешь».

**Надежда крепнет.** В палату Дэниэла вошел высокий стройный мужчина в темно-синем костюме и ковбойских сапогах. «Здравствуй, – произнес он, протягивая Дэниэлу руку. – Меня зовут Фред Эпстайн». Мальчик ответил ему слабым рукопожатием, хирург повернулся к родителям. «Пожалуйста, называйте меня просто Фред. Ведь у нас общая беда».

Икота Дэниэла настолько усилилась, что ему уже трудно было дышать полной грудью. Давление опухоли в стволе головного мозга опасно нарастало, и Эпстайн хорошо это понимал.

– Есть ли у тебя какие-нибудь вопросы насчет операции? – спросил он Дэниэла.

– Можно взять с собой Паппи?

– Разумеется, – ответил Эпстайн.

– Вы побреете мне голову?

Эпстайн улыбнулся. Дети, страдающие тяжелыми заболеваниями, часто бывают смелее взрослых. Однако они гораздо больше беспокоятся о своей внешности. «Обещаю, что состригу лишь немного волос на затылке, – заверил он. – Так что потом даже ничего не заметишь».

Дэниэл, похоже, успокоился.

– А в операционной будет играть музыка, – добавил Эпстайн. – Любая, по твоему выбору. Какую бы ты хотел слышать?

– Из мультфильма «Король-лев», – оживился Дэниэл.

– Отлично, договорились.

Затем, когда мальчик уже не мог его слышать, Эпстайн объяснил родителям, что для удаления опухолей потребуются



две операции. Более крупная и более опасная опухоль длиной примерно 7,5 сантиметра начиналась в основании ствола головного мозга и опускалась к спинному мозгу. Эту опухоль он удалит в первую очередь.

**Особая забота.** Рано утром 9 января 1997 года под звуки из мультфильма «Король-лев» Вики и Том вошли в операционную вместе с Дэниэлом, которого везли на каталке. Все трое держались за руки.

– Мама, мне страшно, – жалобно произнес Дэниэл. Вики поцеловала сына в лоб.

– Мы будем рядом, – сказала она ободряюще. Через несколько минут Дэниэл был уже под наркозом, продолжая крепко сжимать Паппи.

Эпстайн взял микроскальпель. С величайшей осторожностью, миллиметр за миллиметром, он продвигался вперед. Когда хирург почувствовал, что достиг центральной части опухоли, он воспользовался микрокатетром – похожим на пинцет электроприбором для прижигания поврежденных и кровоточащих сосудов. Теперь, когда кровотечение было остановлено, операционное поле расчистилось. Эпстайн осторожно удалил из центра опухоли несколько сосудов и продолжал подниматься вдоль спинного мозга к нижнему участку ствола головного мозга. В операционной наступила тишина. Все ощущали, какая колоссальная концентрация требовалась от Эпстайна. Всегда, когда он оперировал в этой части мозга, операция была особой. Ошибок здесь просто быть не могло.

В процессе операции давление на двигательные пути возросло, и нервные импульсы уже не передавались по ним так, как раньше.

– О Боже! – вырвалось у Эпстайна. Он перестал оперировать и глубоко вздохнул. Положение *очень* опасное. В его практике уже были случаи, когда он вынужден был прервать

операцию, заново продумать все детали и продолжить на другой день.

Нейрохирург методично перерезал и прижигал мельчайшие сосуды опухоли, а затем собрал и отсосал последние ее остатки. Показалась здоровая ткань ствола головного мозга. Опухоль, угрожавшая жизни Дэниэла, была удалена.

Эпстайн вопросительно взглянул на нейрофизиолога.

– С ним все будет в порядке, – успокоил его Делетис.

В операционной почувствовалось оживление. «Давайте положим Паппи, чтобы Дэниэл сразу нашел его, когда очнется», – предложил Эпстайн. Сестра с улыбкой положила собаку на грудь мальчика. Наконец, после продолжавшейся более шести часов операции Дэниэла увезли на каталке в отделение интенсивной терапии.

Спустя некоторое время Том и Вики уже дежурили возле постели сына. И вот его глаза медленно приоткрылись. Дэниэл посмотрел на своих взволнованных родителей. «Мне побрили голову?» – обеспокоенно спросил он. Мозг Дэниэла работал нормально. «Все твои волосы на месте, сынок, – заверил Том. – И вид у тебя что надо!». Удостоверенный, Дэниэл снова погрузился в сон.

Через пять дней Эпстайн успешно удалил вторую опухоль. «Теперь он проживет все сто лет, – пообещал нейрохирург родителям Дэниэла. – И еще будет возить вас в инвалидных колясках».

*(READER'S DIGEST, май-июнь 1999)*

### **Кто же он, Джек Кеворкян?**

Одни считают его ангелом милосердия, помогающим больным умереть достойно. Другие утверждают, что он серийный убийца.

*Джон Кори*

Двадцать восьмого марта 1994 года Джеффри Фиджер собрал журналистов в своей адвокатской конторе в Саутфилде, штат Мичиган, чтобы объявить им о том, что его

клиент Джек Кеворкян бросает вызов американскому медицинскому сообществу. Пожилая женщина, больная ревматоидным артритом, испытала мучительнейшие боли. У нее были ампутированы обе ноги, она ослепла на один глаз. Если врачи не облегчат ее страдания, Кеворкян поможет ей умереть.

Доктор Паван Гровер, который изучает болевые синдромы, прочитал об этой пресс-конференции. Он был уверен, что сможет помочь женщине, и позвонил в офис Фиджера. «Меня и слушать не стали, – говорит он. – Я звонил несколько раз, но не знаю, сообщили ли ей об этом».

Восемь месяцев спустя, 26 ноября 1994 года, 71-летняя Маргарет Гарриш умерла в присутствии Кеворкяна, вдохнув угарный газ.

Гарриш была 21-й среди тех, кому помог умереть Джек Кеворкян. По его словам, с тех пор больше сотни человек, желавших смерти, приняли его помощь и умерли либо от вдыхания угарного газа, либо от введения в вену отравляющих веществ. Кульминацией его деятельности стала смерть Томаса Юкка 17 сентября 1998 года. Кеворкян записал на видеопленку, как он сделал 52-летнему мужчине смертельную инъекцию, что затем было показано в информационно-аналитической телепередаче Си-Би-Эс «60 минут».

Доктор Гровер считает, что для Гарриш и других пациентов, ушедших из жизни в присутствии Кеворкяна, смерть не являлась единственным выходом. «Болезнь Маргарет Гарриш не угрожала ее жизни. У меня были пациенты, считавшие Кеворкяна своей последней надеждой до тех пор, пока не узнали, что есть и другие возможности, и я твердо верю, что этой женщине можно было помочь. Остается лишь гадать, почему Кеворкян не позволил мне сделать это».

Не только Гровер ставит под сомнение методы Кеворкяна. В то время как сторонники Кеворкяна считают

его ангелом милосердия, помогающим больным умереть достойно, его противники утверждают, что правильнее было бы назвать его серийным убийцей.

*(READER'S DIGEST, июль-август 1999)*

## Unit IX. COURT

### COURTS AND TRIALS

- 1. Read the following texts paying special attention to the italicised words and use them in the discussion.

#### THE ENGLISH LEGAL SYSTEM. SOME BASIC POINTS

Civil and Criminal Law. A *criminal offence* is a crime such as murder, theft, etc., in which *the defendant* is prosecuted by the State at the instigation of the police, and the case is referred to as 'The Crown or Her Majesty) versus – vs. – John Smith' for example. A *civil case* is where one private individual or organization *sues* another for compensation, although no actual crime has been committed. These cases are referred to the names of *the litigants*, eg. 'Smith vs. Barclays Bank.'

Magistrates and Judges. Magistrates, or 'Justices of the Peace'(J.Ps) are not professional lawyers but ordinary citizens who are selected on the basis of their 'sound common sense' and understanding of other people to act as *voluntary unpaid judges* of all *minor crimes* and cases. No one can apply to be a magistrate, they are invited to become one by a special secret committee in their district. In a Magistrate' Court three magistrates usually sit together and *reach a verdict* and a sentence without *a jury*. They can *sentence* people to up to six months in prison, and also deal with *juvenile offences* (children under 16). Judges are professional salaried lawyers who have been barristers. They sit in the higher courts, dealing with more difficult cases, and have a jury *to give a verdict*; the judge passes a sentence in the High Court, the courts of Appeal and the House of Lords.

Solicitors and Barristers. Solicitors are the lawyers people go to first when they have any legal problem. They advise their clients,

write contracts, and prepare cases for presentation in court. They often represent their clients in Magistrates' Courts. But if a case is particularly difficult, the solicitor will 'seek counsel's advice' which means going to a barrister, who is an advocate who specializes in speaking in higher courts. The client will then have two lawyers. The most experienced and successful barristers are known as Queen's Counsel, and many of these later become judges.

Juries. Almost everyone *eligible to vote* in England can also be called for compulsory jury service. When a jury is selected for a trial, each side in the case has the right to object to a limited number of prospective jurors before they take the oath; thereafter they can only object with good reason. When both sides have presented their cases the jury listens to the judge's summing up, and then retires to the jury room *to reach a verdict*. They elect a *foreman*, and can discuss for as long as they wish, although if they do not reach agreement after a reasonable time the judge will ask them to reach a *majority decision* of 11-1 or 10-2. If they still cannot reach a decision, or if one of the jurors falls ill, or if there is any suspicion of corruption the judge will dismiss them and order a complete re-trial. Juries are not allowed to reveal details of what happened inside the jury room.

Punishments. Those sentenced to prison can usually substantially reduce the time they spend behind bars by 'good behavior'. This is called 'remission'. They can also receive a '*suspended sentence*' which means they will only be sent to prison for this crime if they commit another one, in which case they will be punished for both. Someone who has committed two or more offences can serve two sentences 'concurrently', i.e. although he has been sentenced for five years twice he only stays in prison for five years once. People who are not sent to prison *can be fined*, sentenced to various forms of *community service*, and put under the supervision of a probation officer.

## Magistrates' Courts

If a person is thought to have broken the law, he must be brought first of all before a Magistrates' Court. If the offence with which he is charged is not very serious his case may finally be decided by the Magistrates' Court. This court has the power *to impose fines* up to £100 and *to send offenders to prison* for up to six months. If the case is of a serious nature, evidence will be heard by this court and the offender will then be committed for trial in a higher court, where there is a jury. The court to which the offender will be sent for trial will be either a Court of Quarter Session or an Assize Court. The great majority of offences (over 97 per cent) committed in England and Wales are disposed of in Magistrates' Courts. They also conduct practically all the *preliminary inquiries*, which culminate in committal for trial and indictment before a jury.

Most Magistrates' Courts consist of two to seven lay magistrates who do not receive any payment and who normally do not possess any legal qualifications. They are obliged on certain occasions to obtain advice on points of law from the Clerk to the Council, who is usually a professional lawyer, but in deciding on punishments they may use their own discretion. They may not, however, *impose penalties* beyond the statutory maxima. Justices take turns at attending court sessions. In Central London, and some other big cities there are also paid or 'stipendiary' magistrates, who are lawyers. In most places, however, the magistrates are Justices of the Peace. They are not called 'judges' and do not as a rule receive promotion. This office dates back to the year 1360, when they were designed to be a kind of policeman, whose duty it was to search out and arrest offenders, as well as *to give evidence against* them at their trials. In the course of time they acquired such a wide range of duties that by the middle of the nineteenth century they were almost entirely responsible for the government of counties.

However, towards the end of the nineteenth century the establishment of other administrative authorities, in particular County Councils in 1888, relieved the county magistrates of their governmental responsibilities, leaving them judicial functions. Today most of the justices are drawn from the upper and middle class and many are active in local politics. They carry the letters J.P. after their names.

Magistrates' Courts are sometimes called 'courts of summary jurisdiction' or 'petty sessions', or 'police courts'.

A motorist, for instance, may have the misfortune to appear before such a court. When his case comes up in court, the motorist hears his name called by the clerk to the court, and comes forward to identify himself. The magistrate then calls the policeman who charged the offender and asks him to give witness. The officer *takes the oath* to "*tell the truth, the whole truth, and nothing but the truth.*" He also is expected *to give an account of what happened* when the offence was committed, and mentions any special circumstances.

## THE INNOCENT AND THE GUILTY

Imagine, if you can, that you have been arrested for something like *shoplifting*, or for dangerous driving, or for getting drunk and causing 'a disturbance of the peace'. You are in a Magistrates' Court now.

You, '*the accused*', are in a kind of large open box. The sides come up almost to your chin. It is on a raised platform almost in the center of the court and is called '*the dock*'. You are 'in the dock'. There are three Magistrates 'on the bench' in front of you. At least one of them is a woman. They are also on a raised platform, at desks, side by side. In front of and below them there is another woman. He is the 'Clerk of the Court' and he, unlike them, is trained in the law and is paid for his work. During your



case he will handle the administrative details and perhaps give advice to the Magistrates on legal points.

The case begins. The policeman who arrested you gives evidence. He reads details from a small black notebook that he always carries. He tells the court when and why he arrested you, what you said, what he said and so on. Your solicitor questions, or ‘*cross-examines*’ him.

One of the Magistrates, speaking for all three, also asks questions. Other witnesses appear. Perhaps you yourself say nothing at all. You do not have to speak in your defence. ‘Everyone is innocent unless proved guilty’. In other words, you do not have to prove that you are innocent. The police have to prove you are guilty.

At the end, the Magistrates probably do not even go out of the court. They discuss your case in low voices in front of you. You try to hear, but cannot. Then the Clerk of the Court tells you to stand. The Magistrate who has done the talking for the others tells you whether they have found you innocent or guilty. He can sentence you to no more than six months in jail for one offence to a maximum of one year for two or more offences or a fine of 400 pounds.

More serious cases are heard in the Crown Court, where the Judge is always a legal expert and is also paid for his work. In the Crown Court you may, if you choose, be given a ‘trial by jury’. Twelve ordinary people like yourself judge you. But the Judge himself always decides on the sentence.

Reporters for local newspapers often go to Magistrates’ Courts, the next day articles appear in the paper and full names, ages addresses and details of the case are given.

## **Jury Court Procedure**

*When brought into dock the accused person* is asked by the Clerk if he is guilty or not guilty. If he replies not guilty, then he must be tried to establish this fact. If he *pleads guilty* the court is

at liberty *to sentence* him *without trial*, but in practice he is usually advised by the judge to substitute a plead of not guilty so that the circumstances may be properly investigated. When the jury has been sworn in, it takes its place in *the jury-box* and the trial begins.

The case is explained to the jury by *the leading counsel for the prosecution*. *The prosecuting barrister (counsel)*, then questions them, so that the whole story of crime can be built up. Each witness may be *cross-examined* by the other side on the evidence which he has given. When *the examination of the Crown witnesses* is concluded, the defence may call witnesses, including the accused person himself, in an attempt to show that he is innocent; these witnesses may also be cross-examined by the other side.

Then the accused, or his counsel, makes a speech, *summing up his defence*, and finally the prosecuting counsel makes a speech in reply. The Judge (or Recorder or Chairman) summarizes the evidence for the benefit of the jury and instructs them on *points of law involved*, presenting them with the problem they have to decide.

The twelve members of the jury are taken to a room where they are locked in and left until they *agree on a verdict*. If the jury find the prisoner guilty, the judge pronounces the sentence. On the other hand, if the accused is proved to be innocent then he *is acquitted*. If the jury are unable to agree unanimously, then a new trial must be held. An accused person cannot be found guilty except by *the unanimous verdict* of all twelve members of the jury. Normally, however, the jury do agree, though sometimes only after hours of discussion and consideration.

A person may appeal to *the Court of Criminal Appeal* (consisting of three judges) against conviction or sentence and the appeal may change the sentence. The highest court of appeal is *the House of Lords*.

If a person is found guilty of a small offence and has no previous conviction, he may receive no punishment at all. On the

other hand, he may be placed on probation for a certain period, that is, he will be left at liberty, but under the supervision of a probation officer, who is a trained social worker. Punishments may be in the form of fines or imprisonment.

#### *BRITISH LIFE AND INSTITUTIONS*

► 2. Questions and discussion points:

- 1) Explain the difference between the words *court* and *trial*.
- 2) Do you think that the trials conducted with a jury are really just?
- 3) Which judges do not receive any payment and normally do not possess any legal qualifications?
- 4) What happens if the accused person pleads guilty?



3. Watch the video “The Crown Court” and be ready to discuss how it works.



4. Watch the video “What is the Supreme Court” and be ready to discuss how it works.



5. Watch the video “The American Court System Explained” and answer the following questions:

- 1) What does the United States court system include?
- 2) What do district courts deal with?
- 3) What kinds of cases are tried by Circuit Courts of Appeals?
- 4) What cases does the United States Supreme Court decide? How many cases does it hear each year?
- 5) What have you learnt about State Courts?

- 6. Read the article paying special attention to the italicised words and use them in the discussion of the article.

### **Concentrate on evidence, judge tells Soham jury**

*by Adam Fresco*

The judge in the Soham murder trial yesterday urged the jurors to put aside all emotion as they considered the evidence and not to be *overawed* by the *gravity* of the allegations.

As the jury prepared to retire to consider the evidence today, Mr Justice Moses directed them on the law and summed up the evidence in the trial.

He said: "The judgment you make is a judgment you must make *on the evidence*, uninfluenced by the emotion a case such as this inevitably arouses."

"It is *idle* to pretend this is not a tragic case. It would not be sensible for me or even for you to pretend that some of the facts are *not bound* to provoke a reaction.

"Let me give you an example: While the families of Holly Wells and Jessica Chapman searched that night for the lost girls, the defendant Ian Huntley started to destroy the evidence and left those girls in a ditch.

"I only mention that because it is part of the facts, but it's bound to create an emotional reaction and any emotional reaction to the events cannot and must not influence your *verdicts*. Those facts alone do not prove he murdered them.

"Only the evidence can do that if, in your judgment, it does. Nor should the interest displayed by the press influence you. I am sure it will not.

"What you may have seen or read at any stage, put out of your minds. We do not have trial by media, we have trial by you, each one of *the jury*.

"Concentrate, as you have done, on the evidence."

Mr. Justice Moses, who will continue summing up today, added: "Before you can convict either or both *defendants* the

*prosecution* must satisfy you so you feel sure of guilt. Another way of saying the same thing is that you must be satisfied beyond reasonable doubt.”

He asked why Mr. Huntley felt it necessary to cut off the girls’ underclothes. “Was it an unthinking part of *disposing* of the evidence, or was it because he feared some *clues* might be discovered on the underclothes?”

He reminded the jury of the *suggestion* that Mr. Huntley had wanted to be found and so had deliberately left clues.

Turning to the *indictment*, he used the charge of murder of Jessica Chapman as an example.

“In order to prove murder, the prosecution must make you sure that Ian Huntley unlawfully killed Jessica Chapman.

“Note the words unlawfully killed.

“That means, in the context of this case, the prosecution must prove that he caused her death and it must prove that the death was not an accident.

“Remember what I said about the burden of proof, the defendant doesn’t have to prove that it was an accident.

“The prosecution must prove that, at the time he killed her, he intended to kill her or to cause her really serious bodily harm. “It doesn’t matter whether the killing was planned in advance or if it was the *spur* of the moment.

“If the prosecution have made you sure that he intended to kill her or cause her really serious bodily harm, then he’s guilty of murder.”

The judge said that if the jury were sure that the *caretaker* killed her, but not sure that he intended to do it or *to cause* her *serious bodily harm*, then he was not guilty of murder, but was guilty of *manslaughter*.

And if the jury believed the death was accidental, then Mr. Huntley was not guilty of murder or manslaughter, the judge said.

He spent several minutes talking about the evidence of the pathologist, Dr. Nat Cary. He said the most important point was that the pathologist said: “Healthy 10-year-old girls do not die together from natural causes.”

(TIMES, 2001)

- ▶ 7. Discussion points:
  - 1) What can prevent jurors from making a just judgement?
  - 2) Why did the judge insist on putting aside their emotions?
  - 3) Why did the judge give them the example of the previous case?
  - 4) How can mass media affect the jury?
  - 5) What case was considered in the trial? What were the possible verdicts?
  - 6) What can affect the jurors' verdict?
- ▶ 8. Read the text paying special attention to the italicised words and use them in the discussion.

### **Day of Reckoning**

The jury that found McVeigh guilty wrestles with emotion and tears as it prepares to decide his fate.

*by James Collins*

After the Denver jury found McVeigh guilty last Monday of all 11 crimes with which he had been charged, the case entered the *penalty* phase, in which the jurors must decide whether McVeigh deserves to be executed. All the *offenses* – conspiracy to use a weapon of mass destruction, use of a weapon of mass destruction, destruction by an explosive and the murder of eight federal law-enforcement agents – carry the possible *penalty of death*. Questions about the morality of the death penalty itself are *moot*, since in order to join the panel, the jurors had to say they were capable of imposing it. Their vote must be *unanimous*; if it is not, then McVeigh receives a sentence of *life in prison* without *parole*. The jury may choose to give him that punishment, but that is the only alternative to death.

The burden for the prosecutors in this phase is to prove beyond a reasonable doubt that McVeigh's crimes involved one or more "*aggravating circumstances*." If blowing up a building full of people and killing and wounding hundreds of them isn't an

aggravating circumstance, it is hard to imagine what would be. Nevertheless, there are certain legal requirements the government must meet. The federal death-penalty statute lists 15 possible aggravating circumstances, and the prosecution is trying to prove that four of these apply – that deaths occurred while McVeigh was committing various *felonies*, that he created a grave risk of death to people other than the victims, that he engaged in substantial planning and premeditation and that he killed federal law-enforcement agents. The jury may also consider aggravating circumstances that are not on the statutory list. In this case, the prosecution is attempting to establish that McVeigh caused multiple deaths, that he caused serious physical and emotional injuries, and that his offenses had a severe *impact* on the victims and the victims' families. Victim-impact *testimony* is the technical term for the heartbreaking tales that were told in the courtroom last week.

For its part, the defence, led by Stephen Jones, is trying to show that there are “*mitigating* circumstances.” These can include severe mental disturbance, an inability to appreciate the wrongfulness of one's actions, relatively minor participation in the crime and so on. The defence will not attempt to show that any of these apply to McVeigh, but there is a catch-all provision that allows it to bring in the background, record and character of the defendant. Accordingly, Jones will call witnesses from McVeigh's past with the hope of humanizing him and showing that up until April 19, 1995, he was a decent young man and fine soldier. Richard Burr, a soft-spoken *death-penalty* expert who is conducting the defence case in the penalty phase, told the jury that McVeigh is a man “who could be your son, who could be your brother, who could be your grandson.”

Jurors and spectators sobbed last week as they listened to the witnesses describe the horrors they and others endured.

Of all the people involved in the case, the one who has been most stoical is the defendant. He showed no emotion when the verdicts were read, nor did he react during the testimony of the

victims last week. While others wept, he sat at the defence table in his impassive pose, with his chin resting on his hands. Lawyers and spectators were shocked that McVeigh remained so unmoved, and the jury may also have been affected. “McVeigh’s demeanor matters,” said Larry Pozner, a veteran defence attorney in Denver. “The jurors see everything and forget nothing. The demeanor of Timothy McVeigh will be weighed.”

McVeigh has not made it any easier for his lawyers to convince the jury that he is a real human being like them, with blood running through his veins, who deserves a measure of clemency. The most effective way to make this case would be *to call McVeigh to the stand*, where he could ask for mercy. Simply by talking to the jury, he would become a less cold and anonymous figure. According to sources familiar with the defence, however, McVeigh will not testify.

So the defence lawyers must turn to others to engender sympathy for their client. The first witnesses Burr called were friends of McVeigh’s from the Army. “He was outstanding,” said Jose Rodriguez. “He was a quick study and very intelligent.” McVeigh’s uniform was put on display. Among the decorations was a Bronze Star won for service in the Gulf War. Neighbors from McVeigh’s hometown in upstate New York also testified. “He was just a nice kid,” said John McDermott. He told how McVeigh baby-sat for his children and collected comic books. Then he broke down, saying, “I like him. I can’t imagine him doing something like this.”

Sources familiar with the defence tell *TIME* that the most important witness Burr intends to call is William McVeigh, the defendant’s father. He will be put on last and will narrate a short film that he produced with the help of the defence and with the permission of Matsch. The film is about 15 min. long and shows Tim as a child with his family – a regular American kid. McVeigh’s mother, who is divorced from his father, will not testify, say sources, because she is not up to it.



The defence also plans to call some of McVeigh's teachers and may introduce his elementary and high school records, copies of which *TIME* has obtained. "Tim is a very self-confident student," wrote Miss Chrzaszcz, who taught McVeigh in sixth grade. "He works very hard in the classroom. I will miss him very much." Throughout elementary school, McVeigh was described as "cooperative," "friendly," "helpful" and "well liked." In high school he graduated 49<sup>th</sup> in a class of 177; his IQ was measured at between 119 and 123. here, the defense will argue, was a boy with a good future, whose life somehow went awry.

If the jury votes for the death penalty, the sentence will not be carried out anytime soon. Both the guilty verdict and the death sentence *can be appealed*, and this process may take at least three or four years. Should *the execution day* come, the method will be *lethal injection*.

McVeigh has evidently agreed to Jones' effort to win him a life sentence, but if he were true to his beliefs, he should welcome the hangman (or hypodermic man). For years, the book he has cherished is *THE TURNER DIARIES*, a fictional account of an uprising by a courageous band of white supremacists. Earl Turner, the hero, does not flinch at the idea of dying for his cause. Indeed, in the book's final pages he joyfully embraces this fate. "Brothers!" he says, addressing an elite group called the Order. "When I entered your ranks for the first time, I consecrated my life to our Order and to the purpose for which it exists... Now I am ready to meet my obligation fully. I offer you my life." The jury may give McVeigh his chance to do the same.

(*TIME*, June 16, 1997)

► 9. Discussion points:

- 1) Comment on the subtitle of the article.
- 2) Why are the questions of the death penalty verdict moot?
- 3) What is meant by 'aggravating circumstances' and 'mitigating circumstances'? Under which of them was

the crime committed? Compare the two judgments – that of the prosecution and that of the defence.

- 4) How can witnesses appeal to a juror's emotions?
- 5) Can you account for McVeigh's behaviour at the trial?
- 6) Comment on the arguments adduced by the defence against death penalty.



10. Listen to the text "Capital Punishment" from the course by L.G. Alexander "*FOR AND AGAINST*" and get ready to discuss in class the arguments in favour and against this penalty.

- 11. Read the article paying special attention to the italicised words and use them in the discussion.

## JUVENILE CRIMES

### **Bulger case led to child-friendly courts**

Allan Levy, QC, welcomes reforms that were prompted by one of Britain's most notorious child murder trials.

In February 1993 James Bulger met a spectacularly unpleasant death. The case has hardly been out of the headlines in the past ten years and many aspects have caused controversy and indignation. However, the legal legacy after the murder trial has been a positive one – useful reforms have been triggered by the domestic cases and Strasbourg human rights *litigation* that stemmed from the trial and sentencing of Von Venables and Robert Thompson at Preston Crown Court in November 1993.

The case raised in acute form the question of how society should deal with young children who kill. After the murder trial, judicial review proceedings and an application to *the European Court of Human Rights* were brought on behalf of Venables and Thompson and the issues included the fairness of a trial and its procedures, sentencing, including the "tariff" element for

punishment and *deterrence*, the role of the Home Secretary and review procedures during *detention*.

The main *casualty* of the European Court's ruling was the Home Secretary, whose sentencing powers have effectively been ended. As a politician he could not be considered "an independent and impartial tribunal established by law" for the purposes of Article 6 of the European Convention on Human Rights.

The decision in Strasbourg has had a profound effect on the trial procedure when children face charges involving grave crimes. The 17 judges of the European Court of Human Rights considered the trial at Preston Crown Court and decided that "the formality and ritual of the Crown Court must at times have seemed incomprehensible and *intimidating* for children of 11." Certain modifications of the courtroom, in particular *the raised dock* that was designed to enable the defendants to see what was going on, had the effect of increasing the boys' sense of discomfort during the trial, since they felt exposed to the scrutiny of the press and the public. They had a limited ability to follow the proceedings or participate. As they could not participate effectively there was *a breach of the fair trial requirement* in Article 6 of the convention.

After the Strasbourg decision the Lord Chief Justice in February 2000 issued a Practice Direction that provided for improved arrangements in *the courtroom*, explanations to young defendants, frequent breaks, restrictions on public and media attendance in court and the avoidance of exposure to protest outside the court. In a subsequent case five boys accused of indecently *assaulting* two girls had their case stayed because, in the light of the Strasbourg decision in the Bulger case, it would have been an abuse of the boy's rights *to put them on trial* in an adult court. It would be too intimidating.

The significant attempts to water down the formality and ritual of the Crown Court can be seen from two high-profile cases tried at *the Old Bailey*. Three boys, aged 10 and 11, went on trial charged with serious sex offences against a girl in nine. Mrs. Justice Bracewell, the trial judge, oversaw the rearrangement

of the courtroom so that it was later described as “looking more like a nursery or primary school.” She visited the court twice before the month-long trial began. Small tables and chairs were introduced. Wigs were not worn. Media numbers were restricted. The defendants sat next to their parents or social workers and had frequent breaks. The even more high-profile trial in January 2002 of four youths accused, and subsequently *acquitted*, of killing Damilola Taylor, stabbed as he walked home, followed a similar course. Mr. Justice Hooper also reorganized the Old Bailey courtroom energetically and restricted to ten the number of reporters in court. However, he added a media *annexe*, a separate room, with an audio-visual link *to relay the proceedings*. A detailed court guide was also produced for the media.

The decade since the Bulger trial and the subsequent litigation has seen a distinct improvement in established procedure for when children are facing *grave charges* such as murder or serious sexual offences. It has been rightly said that the Strasbourg case has been “significant for the treatment of all children in criminal trials because it recognizes the difficulty children can have in understanding and participating in adult-focused adversarial court proceedings.”

But a number of serious matters remain to be considered. Should children be tried in the Crown Court? Lord Justice Auld in his Criminal Courts Review recommends that “grave cases against youth defendants should be heard by a judge and two youth panel *magistrates* in a specially constituted youth court.”

*The age of criminal responsibility* is ten in England and Wales and eight in Scotland. This is low in comparison with most other countries and, as the Justice report *CHILDREN AND HOMICIDE* suggested, it needs to be reconsidered. In addition, recent developments point to children being *entitled* to look for a *re-examination of the criminal justice system* so that it is more *attuned* to their fundamental rights and responsibilities.

*The author is a practicing barrister at 17 Bedford Row  
(TIMES, April 15, 2003)*

► 12. Discussion points:

- 1) Why was the legal legacy of the murder trial of 1993 positive?
- 2) What is the purpose of Article 6 of the European Convention of Human Right?
- 3) Why was Preston Crown Court criticized by the European Court?
- 4) What was the purpose of the modifications in the courtroom?
- 5) What is your attitude to the fact that in England the age of criminal responsibility is ten years?
- 6) Why is Home Secretary considered to be the main casualty of the European Court?
- 7) Give your opinion of the problem of juvenile crimes.

## **A FINAL DISCUSSION ON COURT AND TRIALS**

1. Do you think that the life sentence is more humane than the death penalty?
2. How can juvenile crimes be prevented?
3. Discuss the court system in this country and the possible ways to improve it.
4. Why do people in Great Britain and the USA regularly resort to the lawyers' advice? Why is it a rare occasion in this country?
5. What are the most well known crimes, which haven't been detected yet?

## **USEFUL VOCABULARY**

civil code;  
criminal code;  
breach of the law;

to commit a crime;  
to detect a crime;  
indictable (non-indictable) crime;  
to convict;  
to announce a verdict;  
unanimous (majority) verdict;  
aggravating circumstances;  
mitigating circumstances;  
under diminished responsibility;  
solilicitor (barrister, magistrate);  
to plead guilty;  
plaintiff;  
defendant;  
to blackmail;  
harassment;  
bribery;  
embezzlement;  
dangerous driving;  
rape (seduction of the minors);  
pickpocketing;  
burglary;  
forgery;  
tampering;  
non-accidental injury;  
affray;  
assault;  
assassination;  
manslaughter;  
drug-dealing;  
racket;  
perjury;  
car theft;  
smuggling;  
suspended sentence;  
unconditional discharge;

to put on probation;  
to release under pledge;  
imprisonment pending trial;  
death penalty;  
life sentence;  
to deter;  
to instigate a case;  
cross-examination;  
to rescind a verdict;  
remission;  
to remand in custody;  
alibi;  
presumption of innocence;  
testify to;  
testimony.

- 13. Test yourself on the knowledge of English equivalents for the following Russian legal terms:

суд (гражданский, криминальный, окружной, апелляционный, магистратов, присяжных); генеральный прокурор, обвинитель; защитник, заключенный; обвиняемый; потерпевший; предварительное заключение; презумпция невиновности; судебное разбирательство; улики (доказательства); свидетель; допрос; вердикт (обвинительный, оправдательный); приговор; возбудить дело; рассматривать правонарушения (мелкие, тяжкие); содержать под стражей; совершить преступление; сознаться в преступлении; не признать себя виновным; выносить вердикт; отправить в тюрьму; оштрафовать; взять на поруки; осудить условно; внести залог; отменить приговор; освободить из-под стражи; обвинить в преступлении; оправдать; отложить (перенести) заседание суда.

► 14. Translate from Russian into English:

1. Если приговор будет единогласным, ему будет бесполезно подавать апелляцию. Я не ожидала, что обвинение найдет столькоотягчающих обстоятельств.
2. Хотя провинность была незначительной, и дело могло быть рассмотрено в суде магистратов, обвиняемый очень нервничал.
3. Если бы презумпция невиновности принималась в наших судах как само собой разумеющееся, с обвиняемыми обращались бы по-другому.
4. Говорили, что у обвиняемого было алиби на то время, о котором шла речь, и он был уверен, что его оправдают.
5. Один из покупателей в супермаркете видел, что молодой человек что-то крадет, но он не решился сказать об этом охране.
6. Убийство Джона Кеннеди заставило многих политиков задуматься о грозящих им опасностях.
7. Во время перекрестного допроса стало ясно, что показания одного из свидетелей были лживыми. Он, должно быть, заключил соглашение с обвиняемым.
8. Смертная казнь должна быть введена за преступления в отношении детей – самых уязвимых членов нашего общества. Таких преступников не следует оставлять жить.
9. Если бы преступников так не прославляли на экранах телевизоров, многие молодые люди не совершали бы преступлений.
10. Многие политики не должны придерживаться столь либеральных взглядов в отношении преступности. В нашей стране люди открыто живут на то, что добыто преступным путем.



## CRIME AND PUNISHMENT

- 15. *Imagine you are head of a prison. Your prison is overcrowded, so you must release one, and only one, of these prisoners. You must all agree on the same person.*

**Bob Mikes.** Aged 37, married with three children, two at school. He used to work in an office, and when he found out his boss was having an affair with his secretary, he *blackmailed* him. When his demand became too high and he threatened physical violence if not paid, his employer told the police. Mikes' wife claims she knew nothing. One previous conviction ten years ago for *theft*.

**Simon Patten.** Aged 20, he was a junior member of a racket that threatened small shopkeepers if they did not pay up. He has a girlfriend, wants to get married, and promises he *will go straight*. His girlfriend's father, a former burglar, has apparently promised to "look after him" and "find him a job" when he comes out.

**John Barker.** Aged 22, unmarried. A pickpocket with one previous conviction. Clever, a skilled carpenter who can easily find work. A very unstable personality who moves quickly from job to job and girl to girl, Rather conceited, likes to boast about his thefts, but likeable.

**May Croft.** Aged 25, married with two children. Found guilty of *shoplifting*. She tried to *plead mental instability* (kleptomania) but *psychiatric examination* did not support this. Says she loves her children, but constantly neglects them, and the social services have tried unsuccessfully to take them into care for non-accidental injury. At the moment they are being looked after by her mother-in-law. Not on good terms with her husband.

**Brad Jackson.** Aged 20, unmarried, seriously injured a man *in a drunken fight over a girl*. He said he regretted it afterwards, and

blamed it on drink. Often drunk and violent. No job, lives with his widowed mother who is much distressed but has no control over him. Hates prison, will do anything to get out. Is regularly visited by a girl who says she is his fiancée.

**Barbara Howard.** Aged 21, unmarried. Was convicted of smuggling diamonds and watches into the country, which she had been doing for some months before being caught. She is the daughter of a very respectable, religious family. She claims she did it for “kicks”. She has no permanent boy-friend, and is probably promiscuous. Her shocked parents have disowned her.

► **16. What is your verdict?**

1. Joe, a 15-year-old, broke into his neighbour's house, burgled the house, locked the eighty-year-old woman in her bathroom and escaped in her car. At the trial, the defence pleaded not guilty to the charges with the reason of temporary insanity caused by Joe watching too much television. He watched more than six hours a day, loved crime programmes and had just watched a film which contained scenes similar to the crime he had committed.

***Was Joe GUILTY or NOT GUILTY of burglary and false imprisonment?***

2. Max went to a second-hand car dealer named Harry and told him that he only wanted a car that had air conditioning. Harry said OK and pointed out a car. Max took the car for a test drive and then bought it without checking to see if it had air conditioning. When he got the car home, he discovered that the knob marked ‘air’ was for ventilation only. Max sued Harry to fraud and demanded compensation.

***Was Harry GUILTY or NOT GUILTY of fraud?***

3. James had been unemployed for over two years and needed a new suit to wear at job interviews. However, he did not have enough money. He happened to have the same name as the richest

man in town, so he went to a tailor's and put a new suit on the other man's account simply by signing his own name. He was charged with forgery, but he argued that he had not forged anyone's signature by signing his own name.

***Was James GUILTY or NOT GUILTY of forgery?***

4. Police began searching a suspected thief's home but couldn't find any of the stolen goods they were looking for. During the search, a police officer secretly took aside the thief's five-year-old son and said he would pay him five dollars if he showed him where the stolen goods were hidden. The boy accepted the money and took the police to the hiding place. When the police charged the boy's mother with burglary, she stated that the stolen goods should not be used as evidence and accused the policeman of bribing her child.

***Were the police GUILTY or NOT GUILTY of bribery?***

5. The manager of a shop was informed by a customer that a woman had taken something off a shelf and put it in her bag without paying for it. When he investigated, the manager saw articles similar to those on sale in the shop in the woman's clear plastic bag. At the cash-desk the manager accused her of shoplifting. However, when the woman emptied her bag and the manager saw that she possessed no stolen items, he apologized. She pressed charges against him for slander (клевета).

***Was the shop manager GUILTY or NOT GUILTY of slander?***

6. Sally reversed her car out of her drive and accidentally ran over her flat-mate's dog which was sleeping in the car's path. The dog was badly injured and had to be treated by a vet. Sally's flat-mate Jane sued her for \$1000 in damages to compensate for the vet's fee. Jane argued that Sally had driven without due care and attention because she knew that the dog would often sleep on the drive and could not hear the car because he was deaf.

***Should Sally be ordered to pay compensation?***

7. In New York in the 1970s, a young woman whose surname was Cooperman went to court to have her name changed to Cooperperson. She was an active member of the Women's Rights Movement and because of this, she wanted to have a name which reflected human equality.

***Should Ms Cooperman be allowed to change her name?***

8. Diana consulted a plastic surgeon who told her that he could make her nose smaller and 'more harmonious with her other features'. After three operations, it looked much worse than before. Diana sued the surgeon.

***Should the surgeon be ordered to pay compensation?***

1. A male teacher who wore a small earring to work was sacked from his job. He claimed that he had been sacked because the school administration thought it was inappropriate for a male teacher to wear an earring and he accused the school of sexual discrimination.

***Was the school GUILTY or NOT GUILTY of sexual discrimination?***

2. During local government elections, a newspaper printed profiles of all the party candidates, but the profile of the Green Party candidate was completely unintelligible. Margaret, a member of the Green Party, thought that the newspaper had done it on purpose and so she wrote an angry letter to the editor. In order to make sure it was printed she paid for it to be published as an advertisement. The newspaper printed it and then sued Margaret for libel.

***Was Margaret GUILTY or NOT GUILTY of libel?***



17. Watch the TED-talk of Ronald Sullivan (Harvard Law Professor) "*How I help free innocent people from prison.*"

- 18. Give English equivalents for the following words and phrases and make use of them in the discussion:

- 1) отвечать на вопрос отрицательно;
- 2) преступление, совершенное в то время, когда вы были в отъезде;
- 3) провели 25 лет в тюрьме;
- 4) были ошибочно осуждены;
- 5) среди его вещей;
- 6) в заднем кармане;
- 7) квитанция;
- 8) очевидец;
- 9) судмедэкспертиза;
- 10) хотел прогуляться по улице.

- 19. Explain the following expressions and translate them into Russian:

- 1) single-witness identification cases;
- 2) there was an inconsistency;
- 3) something was fishy about this witness;
- 4) the confession was coerced;
- 5) a vacatur hearing.

- 20. Answer the following questions:

- 1) What do you think of judicial errors?
- 2) Who should be punished for them?
- 3) Can you provide any examples of miscarriage of justice?

- 21. Be ready to interpret for the speaker.

## TEXT FOR CLOSE READING

### The Case for the Defence

by Graham Greene

It was the strangest *murder trial* I ever attended. They named it the Peckham murder in the headlines, though Northwood Street, where the old woman was found *battered to death*, was not strictly speaking in Peckham. This was not one of those cases of *circumstantial evidence* in which you feel the jurymen's anxiety because mistakes have been made – like domes of silence muting the court. No, this murderer was *all but found* with the body: no one present when the *Crown counsel outlined his case* believed that *the man in the dock stood any chance* at all.

He was a heavy stout man with *bulging* bloodshot eyes. All his muscles seemed to be in his thighs. Yes, an ugly customer, *one you wouldn't forget in a hurry* – and that was an important point because the Crown *proposed to call* four witnesses who hadn't forgotten him, who had seen him hurrying away from the little red villa in Northwood Street. The clock had just struck two in the morning.

Mrs. Salmon in 15 Northwood Street had been unable to sleep: she heard a door click shut and thought it was her own gate. So she went to the window and saw Adams (that was his name) on the steps of Mrs. Parker's house. He had just come out and he was wearing gloves. He had a hammer in his hand and she saw him *drop* it into the laurel bushes by the front gate. But before he moved away, he had looked up – at her window. The fatal instinct that tells a man when he is watched exposed him in the light of a street-lamp to her gaze – his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip. I talked afterwards to Mrs. Salmon, who naturally after the astonishing verdict went in fear herself. As I imagine did all the witnesses Henry MacDougall, who had been driving home from Benfleet late and nearly ran Adams down at the corner of Northwood

Street. Adams was walking in the middle of the road looking dazed. And old Mr. Wheeler, who lived next door to Mrs. Parker, at No. 12, and was wakened by a noise – like a chair falling – through the thin-as-paper villa wall, and got up and looked out of the window, just as Mrs. Salmon had done, saw Adam’s back and, as he turned, those bulging eyes. In Laurel Avenue he had been seen by yet another witness – *his luck was badly out*; he *might as well* have committed the crime *in broad daylight*.

‘I understand,’ counsel said, ‘that the defence proposes to *plead mistaken identity*. Adam’s wife will tell you that he was with her at two in the morning on February 14, but after you have heard the witnesses *for the Crown* and examined carefully the features of the prisoner, I do not think you will be prepared to admit the possibility of a mistake.’

It was all over, you would have said, but *the hanging*.

After the formal evidence had been given by the policeman who had found the body and the surgeon who examined it, Mrs. Salmon was called. She was the ideal witness, with her slight Scotch accent and her expression of honesty, care and kindness.

The counsel for the Crown *brought the story gently out*. She spoke very firmly. There was no *malice* in her, and no sense of importance at standing there in the Central Criminal Court with a judge in scarlet *hanging on* her words and the reporters writing them down. Yes, she said, and then she had gone downstairs and rung up the police station.

‘And do you see the man here in court?’

She looked straight at the big man *in the dock*, who *stared hard* at her with his Pekingese eyes without emotion.

‘Yes,’ she said, ‘there he is.’

‘You are quite certain?’

She said simply, ‘I couldn’t be mistaken, sir.’

It was all as easy as that.

‘Thank you, Mrs. Salmon.’

Counsel for the defence rose to *cross-examine*. If you had reported as many murder trials as I have, you would have known

beforehand what line he would take. And I was right, *up to a point*.

‘Now, Mrs. Salmon, you must remember that a man’s life may depend on your evidence.’

‘I do remember it, sir.’

‘Is your eyesight good?’

‘I have never had to wear spectacles, sir.’

‘You are a woman of fifty-five?’

‘Fifty-six, sir.’

‘And the man you saw was on the other side of the road?’

‘Yes, sir.’

‘And it was two o’clock in the morning. You must have remarkable eyes, Mrs. Salmon?’

‘No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face.’

‘And you have no doubt whatever that the man you saw is the prisoner?’

I couldn’t make out *what* he *was at*. He couldn’t have expected any other answer than the one he got.

‘None whatever, sir. It isn’t a face one forgets.’

Counsel took a look round the court for a moment. Then he said, ‘Do you mind, Mrs. Salmon, examining again the people in court? No, not the prisoner. Stand up, please, Mr. Adams,’ and there at the back of the court with thick stout body and muscular legs and a pair of bulging eyes, was the exact image of the man in the dock. He was even dressed the same – tight blue suit and striped tie.

‘Now think very carefully, Mrs. Salmon. Can you still swear that the man you saw drop the hammer in Mrs. Parker’s garden was the prisoner – and not this man, who is his twin brother?’

Of course she couldn’t. She looked from one to the other and didn’t say a word.

There the big brute sat in the dock with his legs crossed, and there he stood too at the back of the court and they both stared at Mrs. Salmon. She shook her head.



What we saw then was the end of the case. There wasn't a witness prepared to swear that it was the prisoner he'd seen. And the brother? He had his *alibi*, too; he was with his wife.

And so the man *was acquitted for lack of evidence*. But whether – if he did the murder and not his brother – he was punished or not, I don't know. That extraordinary day had an extraordinary end. I followed Mrs. Salmon out of court and we got wedged in the crowd who were waiting, of course, for the twins. The police tried to drive the crowd away, but all they could do was keep the roadway clear for traffic. I learned later that they tried to get the twins to leave by a back way, but they wouldn't. One of them – no one knew which – said, 'I've been acquitted, haven't I?' and they walked bang out of the front entrance. Then it happened. I don't know how, though I was only six feet away. The crowd moved and somehow one of the twins got pushed on to the road right in front of a bus.

He gave a squeal like a rabbit and that was all; he was dead, his skull smashed just as Mrs. Parker's had been. *Divine vengeance*? I wish I knew. There was the other Adams getting on his feet from beside the body and looking straight over at Mrs. Salmon. He was crying, but whether he was the murderer or the innocent man nobody will ever be able to tell. But if you were Mrs. Salmon, could you sleep at night?

## DISCUSSION

- ▶ 1. Account for the title of the story. Why was it a case for the defence?
- ▶ 2. Answer the questions:
  - 1) What is meant by the phrase "circumstantial evidence"?
  - 2) What did the witnesses testify to?
  - 3) Why was Mrs. Salmon the ideal witness?

- 4) Why was Mrs. Salmon taken aback when she saw a man, who was the exact image of the man in the dock?
- 5) What was the reason for Adam being acquitted?
- 6) Was the accident depicted at the end of the story a divine vengeance or a mere coincidence?
- 7) Which of the two Adamsons might have committed the murder in your opinion?
- 8) Study the description of the proceedings of the trial:

First the judge presents the case. Then he calls the counsel for the prosecution who makes a speech and questions the defendant and the witnesses for the prosecution. Next the Counsel for the defence questions his client and his witnesses. Both Counsels can cross-question all witnesses. Hearsay evidence is not received. Then the judge sums up or summarizes what has been said on both sides, the jury, having heard all, go out and consult together and when all have agreed they return and pronounce the verdict – that is say whether the prisoner is guilty or not. Verdicts need not necessarily be unanimous; in certain circumstances and subject to certain conditions, majority verdicts of ten to two may be accepted by the court. The judge then pronounces the sentence; in case of the prisoner being guilty he states what punishment is to be given.

While addressing to the Judge the Counsel should use the title of respect “Your Honour” or “My Lord,” while referring to the other counsel he should say “My Learned Friend.” If the Judge agrees with the lawyer he says “Objection Sustained,” if he disagrees – “Objection Overruled.” If what the lawyer says has nothing to do with the case it is of ‘inadmissible evidence.’ If a witness gives false evidence he can be punished for perjury. Before giving evidence a witness should say: “I swear by Almighty God that the evidence I shall give shall be the truth, the whole truth and nothing but the truth.”

- 9) Enact the scene of the trial.

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following word combinations:

to be battered to death; was all but found with the body; to stand a chance; might as well have committed the crime; his luck was badly out; to be up to the point.

- 2. Give English equivalents for the following:

изложить суть дела; среди бела дня; внимательно слушать; перекрестный допрос; недостаточность улики; божья кара.

- 3. Explain the meaning of the words marked and translate the sentences into Russian:

- 1) The old woman was found *battered* to death.
- 2) The car moved slowly on *the battered road*.
- 3) *The Crown counsel* outlined the case.
- 4) The Crown *proposed to call* four witnesses.
- 5) Everybody expected him *to propose to her* but he dithered.
- 6) Man *proposes*, God disposes.
- 7) She spoke without any *malice*.
- 8) You had better *plead mistaken* identity.
- 9) "Do you *plead guilty*, Mr. Vole," the judge asked.
- 10) The judge *hung on* the witness' words.
- 11) I was right *up to the point*.
- 12) When it *came to the point* he refused to help us.
- 13) He put forward his *points of defence*.
- 14) I could not *make out* what he was at.

- 4. Arrange the following words in pairs of synonyms:

malice, murder, crown counsel, propose, expose, dazed, revenge, display, assassination, bewildered, stare, suggest, queen's counsel, gaze, ill will.

- 5. Arrange the following words in pairs of antonyms:  
to drop, to expose, luck, malice, defence, to be acquitted, to conceal, kindness, to be convicted, to pick up, to be prosecuted, failure, prosecution.
- 6. Paraphrase the marked sections of the following sentences using your active vocabulary:
- 1) He has *almost* finished his work.
  - 2) The judge *gave the statement* of the chief points of the case.
  - 3) This book gives *a summary of* the most important events in European history.
  - 4) Nobody believed that the defendant would *have a fair prospect*.
  - 5) He was a big man with *eyeballs jutting out*.
  - 6) The people *listened to her attentively*.
  - 7) There was no *ill-will* in her attitude.
  - 8) Can you *explain clearly* the meaning of this phrase?
  - 9) He has *many marked qualities*.
  - 10) I could not understand what *he meant*.
  - 11) Leonard Vole was *given a legal decision* that he was not guilty.
  - 12) Was it *a revenge sent from God*?
- 7. Translate from Russian into English:
- 1) В основе показаний миссис Саммон не было никакой злобы.
  - 2) *Перекрестный допрос* поставил свидетеля в тупик.
  - 3) У полиции не было никаких *данных*, позволяющих установить личность преступника.
  - 4) Поезд внезапно остановился и *высадил* пассажиров.
  - 5) *Оставим* эту тему, она неинтересна.
  - 6) Судья *вкратце представил* дело, останавливаясь на особенно важных моментах.

- 7) Всем казалось, что у Леонарда *не было никаких шансов* избежать серьезного наказания.
- 8) Было сказано, что он *до смерти забил* Эмили Френч.
- 9) В состоянии аффекта он едва не совершил убийство.
- 10) Ему *явно не везло*.
- 11) Адвокат должен *выяснить все детали*, прежде чем приступить к ведению дела своего клиента.
- 12) Человек из зала *уставился на нее своими глазами навывкат*.
- 13) Вполне возможно, что он мог бы *совершить это преступление* в любом месте и в любое время.
- 14) Нужны были *косвенные доказательства* (улики), чтобы приговорить подсудимого к тюремному заключению.
- 15) Никто в зале суда не ожидал *оправдательного приговора* Леонарду Воулу.



8. Listen to the story *WITNESS FOR THE PROSECUTION* by A. Christie and be ready to discuss it in class.



9. Answer the following questions:

- 1) How did the meeting of Emily French and Leonard Vole come about?
- 2) What impression did she produce on L. Vole when he met her at his friends'?
- 3) Why did Leonard Vole agree to handle her business affairs?
- 4) What did Mr. Mayherne think of the mentality of the elderly woman?
- 5) Dwell on L. Vole's inquiry by Mr. Mayherne. Did he manage to convince the Solicitor of his innocence?
- 6) Comment on Mrs. Vole inquiry. Why was Mr. Mayherne so astonished?
- 7) Why was Mr. Mayherne at his wit's end?

- 8) Speak on Mr. Mayherne's visit to Mrs. Mogson.
- 9) Give details of the trial procedure.
- 10) Comment on Romaine Heilger's evidence.
- 11) Why is the production of the letter called a surprising denouement? What does the word denouement mean?
- 12) Why was Leonard Vole acquitted?
- 13) Was Mr. Mayherne satisfied with the sentence of the trial?
- 14) Was Leonard really guilty or innocent?
- 15) Mr. Mayherne said when the trial was over, – "Such an elaborate comedy." Do you agree with him?
- 16) Compare this story with G. Green's "The witness for the defence." Account for their titles.



10. Watch the film *WITNESS FOR THE PROSECUTION* (1957) and discuss it in class. Are there any discrepancies between the story and its film version?
- 11. Give English equivalents for the following words and phrases and make use of them in the discussion:
  - 1) разглядывать витрины магазинов;
  - 2) ложные показания;
  - 3) отклонить обвинение;
  - 4) получатель денег по завещанию;
  - 5) искренний;
  - 6) ордер на арест;
  - 7) надеть наручники;
  - 8) алиби;
  - 9) близкий родственник;
  - 10) обстоятельные (детальные) показания;
  - 11) приводить в исполнение.



12. Watch the TED-talk of Marc Goodman “*A vision of crimes in the future.*”
- 13. Give English equivalents for the following words and phrases and make use of them in the discussion:
- 1) обеспечение правопорядка;
  - 2) работающий под прикрытием;
  - 3) обратная сторона технологий;
  - 4) террористы-смертники;
  - 5) недооценивать;
  - 6) были вооружены автоматами Калашникова;
  - 7) взрывчатые вещества и ручные гранаты;
  - 8) эффективно использовать;
  - 9) осада;
  - 10) заложники;
  - 11) были тяжело ранены;
  - 12) слежка за протестующими;
  - 13) дистанционно управляемые дроны;
  - 14) привязать бомбы к поясу;
  - 15) стремительно;
  - 16) сибирская язва;
  - 17) нетронутый;
  - 18) исследователь ДНК.
- 14. Explain the following words and expressions and translate them into Russian:
- 1) underbelly of society;
  - 2) a national encrypted radio communications system;
  - 3) to locate additional victims and slaughter them;
  - 4) night vision goggles;
  - 5) a big paradigm shift in crime;

- 6) quadcopter swarms;
- 7) al Qaeda affiliate;
- 8) cyborgs;
- 9) cochlear implants;
- 10) yeast.

► 15. Answer the following questions:

- 1) What did you learn about the speaker's experience in working with criminals and terrorists?
- 2) What are the dangers of the world's openness?
- 3) How did the terrorists use new technologies in their attack on Mumbai?
- 4) Where did the terrorists build their op center and how did they use it?
- 5) Are you worried about your privacy settings on Facebook and other social networks?
- 6) How can quadcopters be used by criminals?
- 7) What was an al Qaeda affiliate planning to do in the United States?
- 8) In what way can 3D printers be used by criminals?
- 9) What discoveries of DNA researchers may be used by criminals and how?
- 10) What is the speaker's suggestion for making the world safer?

► 16. Be ready to interpret for the speaker.

► 17. Translate from Russian into English:

1. Обеспечение правопорядка является обязательным в любой цивилизованной стране. Однако в последнее время уровень преступности является очень высоким во многих странах.



2. Наркодельцы вовлекают молодежь в свой бизнес, общество часто недооценивает их влияние на студентов и школьников. Эти преступники часто имеют техническое превосходство над полицией.
3. Общение в Интернете часто не является безопасным, потому что мы не заботимся о своей безопасности. Современные преступники не грабят поезда, они находят доступ к нашим счетам.
4. Убийца в Тайланде сначала взял заложников, а потом спрятался в подвале, но полицейские проникли в здание и уничтожили преступника.
5. Американцы часто используют дистанционно управляемые дроны в своих военных операциях.
6. Осада здания, в котором засели террористы длилась несколько часов, были серьезно ранены 15 полицейских и убит один офицер.
7. Если бы я был президентом США, я бы изменил законы об огнестрельном оружии в этой стране, так как очень часто вооруженные преступники нападают на невинных людей.
8. Я узнала из газет, что преступник был вооружен автоматом Калашникова, у него также были и ручные гранаты.
9. В течение нескольких лет смертность в России превышала рождаемость, преступность тоже росла с каждым годом.
10. Характер преступности изменился в 90-е, когда произошли большие перемены в политической жизни страны и начали развиваться рыночные отношения.
11. В наши дни многие считают, что огнестрельное оружие должно продаваться свободно. Однако в мире очень много случаев его неправильного, преступного использования, особенно в США.

## TEXTS FOR FREE TRANSLATION

### На родине Шерлока Холмса

Мы находились в участке около пяти часов. Были в КПЗ, сидели на нарах, пили кофе, играли на компьютере. Совершенно «оторвались» в полицейской машине – включали «мигалку», слушали переговоры, рулили и даже от нечего делать фотографировались с «той» стороны зарешеченных окошек. Наконец, Стив Вилсон не выдержал и позвонил дежурному:

– Слушай, друг, у меня тут трое русских. С ними весело, но по-моему, ребята с ног валяются от усталости. Подбрось-ка их домой!

И дежурный с королевским именем Чарльз снова посадил нас за решетку и, включив сирену, помчался по ночному Лондону.

В районе большого Лондона живет около 12 миллионов человек, и на каждые десять тысяч человек приходится по одному полисмену. Учитывая, что пара десятков констеблей на участке, к которому были прикреплены русские журналисты, била баклуши, по меньшей мере, двести тысяч лондонцев вели себя совершенно разумно, законно и не высказывали намерения испортить биографию грабежом, насилием или употреблением наркотиков. Похоже, так бывает всегда?

– О нет! – сказал Стив. Он явно не хотел терять возможности поболтать с кем-нибудь «свеженьким», делать-то все равно нечего. – Подождите немного, может, «повезет», а? Хотите примерить обмундирование?

И мы шли примерять обмундирование, чтобы, нахлобучив каску и вооружившись дубинкой, представить, как ведут себя настоящие английские «бобби» в чрезвычайных ситуациях. Но сегодня компьютер, на который поступает информация обо всех лондонских ЧП, нес полную чепуху. Например, на Флит-стрит по ошибке сработало противоугонное устройство, и автомобиль переполошил всю округу. На Пикадилли у женщины выхватили сумочку. Она крикнула: «Полиция!», и «бобби» выросли словно из-под земли, поймав обидчика. Им оказался ее собственный

муж, которого она пару дней назад выгнала из дома, а тот надеялся перехватить ключи от квартиры. Ну и все в таком духе. Ранним утром в понедельник Стив обнаруживает около 300 «сигналов», поступивших в выходные дни, и только часть из них носит криминальный характер.

Нам не удалось выяснить точные цифры, но, похоже, что самое «популярное» и расхожее преступление в британской столице – это карманное воровство. На каждой станции метро висят плакатики с призывом защищать свою собственность, а полиция выпускает специальные брошюры, на которых нарисованы романтические леди. В их переброшенных через плечо и беспечно расстегнутых сумочках роются небритые ворюги. Около 15-20 процентов криминальных элементов идут на крупные ограбления: банки, магазины, богатые квартиры; 10-15 процентов занимаются угоном автомобилей. Примерно раз в неделю в Лондоне происходит *rape* – под этим подразумевается как изнасилование, так и любое нападение с причинением телесных повреждений, и около 40-50 раз в год в столице кого-нибудь убивают.

Немало хлопот доставляют наркоманы и проститутки, хотя последние взяли за обыкновение обращаться в полицию всякий раз, когда кажется, что им недоплатили. А наркоманов развелось столько, что, несмотря на строгие законы страны, кое-кто предлагает легализовать «иглу» – запретный плод сладок, а доступный, возможно, и даром не надо. Стив протестует. Помимо моральных, им руководят практические соображения: легализация легких наркотиков – это дополнительная морока для полисменов. Сколько, например, требуется сил, чтобы проверять водителей авто и наладить контроль за сбытом? Но особо не беспокоится, старая добрая Англия никогда не позволит себе так распоясаться.

Нравится ли Стиву его работа?

– Работа как работа, – скромно отвечает полисмен. – Везде в мире так работают.

Насчет «всего мира» мы тоже скромно молчим. Мы не говорим о компьютерах, машинах, техническом обеспечении,

видеокамерах, расставленных по всему Лондону. Предполагается, что РОВД города Ижевска работают точно так же. А зарплата?

– Я не богат, но чувствую себя довольно комфортно, – замечает Стив. – Получаю более двух тысяч фунтов в месяц (около 100 000 на наши деньги – И. К.). Жена, конечно, недовольна. Ведь я имел возможность пойти в бизнес или заняться научными исследованиями – это гораздо выше оплачивается (!), но, черт возьми, мне нравится моя работа! И мой отец был сорок лет от нее без ума. Здесь каждый день разный.

*(АИФ в Удмуртии, № 15, 1996)*

## **12 лет тюрьмы за убийство приемного сына**

Вынесен приговор американке Ирме Павлис, забившей до смерти российского мальчика.

Оглашая в среду свое решение, судья Томас Фекаротта сказал: «Верю ли я, что Ирма раскаивается? Да. Но вместо признания своей вины она обвиняет Россию и агентство по усыновлению, при помощи которого Алекс и его младшая сестра попали в ее дом».

Ирма стояла, сосредоточенно глядя на судью, но слез, в отличие от заседания, на котором две недели назад присяжные признали ее виновной в непредумышленном убийстве ребенка, так и не пролила.

В 2003 году американская семья Павлис усыновила двух детей из России – 6-летнего Алешу Гейко и его младшую сестру. Однако счастье в Америке обездоленным детям не улыбнулось – прожив на новой родине чуть больше месяца, Алекс, как называли Алешу приемные родители, был забит насмерть своей американской мамой. Его сестру после этого отдали на временное воспитание в другую семью.

Вердикт присяжных предполагал, что Ирма Павлис может получить до 14 лет тюрьмы. Судья назначил почти максимальный срок, из которого будет вычтен год, уже проведен-

ный Ирмой в тюрьме. «Неопровержимые доказательства говорят о том, что Ирма Павлис забила Алекса до смерти, – обосновал свое решение судья. – Но это преступление не должно помешать добропорядочным американцам усыновлять детей из России или из других стран».

Алеша Гейко стал 12-м российским ребенком, умершим насильственной смертью в Америке после усыновления за последние 10 лет.

*(КОМСОМОЛЬСКАЯ ПРАВДА, № 37, 2005)*

### **Привести в исполнение**

Несколько месяцев в нашей стране никого не казнят. Мораторий на приведение в исполнение смертных приговоров, ставший одним из условий вступления России в Совет Европы, установлен указом президента и дожидается одобрения парламентом. Начиная с 1917 г. это уже третья попытка отменить смертную казнь в государстве.

Смертную казнь отменял один из первых декретов советской власти, но уже в 1918-м ее ввели вновь «в ответ на белый террор». Следующий период отмены длился дольше – с 1947 по декабрь 1958 г. Тогда мгновенно возросло число убийств в тюрьмах и лагерях. Они стали, по сути, чудовищной нормой ГУЛАГа – прибавление очередного 25-летнего срока убийце не меняло ровным счетом ничего. Когда в 1958-м смертная казнь была вновь введена Основами уголовного законодательства СССР за государственные и наиболее тяжкие преступления, количество лагерных убийств резко сократилось: многих останавливал страх смертного приговора. В 1960 г. только на территории РСФСР к исключительной мере наказания было приговорено 2034 преступника, в 1961 г. – 2159...

В настоящее время смертную казнь за общеуголовные преступления применяют более 100 государств. 38 штатов США абсолютно безразлично относятся к стенаниям правозащитных организаций, с какого бы континента это ни доноси-

лось, сохраняя и применяя по мере надобности у себя смертную казнь – путем электрошока, повешения, удушения парами синильной кислоты или инъекции яда. Действие это производится в присутствии немалого количества официальных лиц – начальника федеральной тюрьмы, прокурора, представителей губернатора штата и службы окружного шерифа, судьи, врача, священника, а иногда даже и корреспондентов.

В нашей стране все, связанное с приговорами к высшей мере, было окутано глубокой тайной, что порождало массу обывательских слухов о секретной замене расстрела каторгой на урановых рудниках и так далее. На самом деле никаких замен никогда не было. На рудниках действительно могли вкалывать отпетые бандиты, получившие 10-15 лет за совершенные преступления, однако смертники среди них отсутствовали. Впрочем, все эти зеки – шахтеры по сути являлись смертниками, поскольку средняя продолжительность их жизни на рудниках не превышала 3 лет. Что касается колоний для отбывающих пожизненное заключение, то сейчас в нашей стране такая только одна, но будет создаваться и вторая.

Преступники, приговоренные к высшей мере, этапировались в тюрьмы, где вынесенные им приговоры приводятся в исполнение. Таких тюрем в РСФСР прежде было пять – в Москве (Бутырская), Ленинграде (Кресты), Ростове, Красноярске и Хабаровске. Известно, впрочем, что в некоторых случаях расстрелы производились и в других тюрьмах, для чего туда специально командировались исполнители.

Сейчас начальство «Бутырок» однозначно говорит: в Москве перестали казнить еще до введения моратория на «высшую меру».

Смертников этапировали в «расстрельные точки» где-то в центральном регионе.

Совершенно не соответствует обывательским представлениям и сам процесс казни. Никаких «спецкамер с дырочками в стене», откуда, якобы, автоматически производился выстрел при появлении в камере приговоренного. Убивали преступ-

ника штатные исполнители приговоров выстрелом в затылок из табельного «макарова». Перед этим соблюдалась вполне определенная официальная процедура. О ней рассказал старший помощник прокурора одной из областей по надзору за местами лишения свободы. Когда преступник приговаривался к расстрелу областным судом, и Верховный суд оставлял приговор в силе, в прокуратуру – отдельно по каждому осужденному – приходили «красные телеграммы», то есть официальные извещения на правительственных бланках. После этого прокурорский старпом в обязательном порядке должен был побеседовать со смертником и предложить осужденному написать прошение о помиловании. В случае отказа составлялся соответствующий акт. На месте исполнения смертника ставили на колени лицом к стене и стреляли в затылок.

Помощник прокурора говорил, что за весь срок своей «особой работы» ему довелось видеть сотни казней, и однажды он чуть не пострадал: мол, один смертник, как-то почувствовав момент выстрела, мгновенно уклонился, и пуля, попав в булыжник стены, срикошетила и обожгла шею ему, надзирающему. Наступление смерти удостоверялось врачом и протоколировалось прокурором. Тело кремировалось, останки родственникам казненных не выдавались.

В связи с тем, что институт исполнителей в стране был немногочислен, своего последнего часа приговоренные могли ждать достаточно долго – два, три и даже пять лет.

К началу 90-х годов декларируемая государством приверженность принципам гуманизма отозвалась существенным сокращением смертных приговоров, выносимых судами: в 1990-м – 223, в 1994-м – 160, причем, до 80-90% из них было помиловано по представлению Комиссии по помилованию. Характерно, что это абсолютно совпало по времени с возникновением организованных преступных структур, небывалым ростом тяжких преступлений, совершенных в особо жесткой форме, и, прежде всего, умышленных убийств. В 1996 г. от рук преступников в России погибло 30 тысяч че-

ловек. Из 20 352 осужденных за убийство к смертной казни было приговорено 196 – менее одного процента. Причем половина из них – за убийство двух и более человек.

А вот цифры, характеризующие дальнейшую жизнь помилованных убийц: 52% из них совершают преступление в течение года после помилования, причем 11% – новое убийство.

*Борис Руденко, Александр Тарасов,  
(КОМСОМОЛЬСКАЯ ПРАВДА, № 56, 1994)*



## **Unit X. RELIGION AND SOCIETY**

- 1. Study the information about major religions in the world.



### **Christianity**

With well over two billion followers throughout the world, Christianity is an Abrahamic religion centered on God, Jesus Christ, and the Holy Spirit. One of the big issues surrounding Christianity is that some people question the existence of the Trinity. Other points of debate are the Christian beliefs in Immaculate Conception, the original sin, the existence of the Devil, and the coming of the apocalypse.

The Catholic Church, also known as the Roman Catholic Church, is the largest Christian church, with approximately 1.3 billion baptised Catholics worldwide as of 2019.



### **Islam**

More than one billion people in the World follow Islam, worship Allah (the Arabic word for ‘God’), believe in angels, and consider Muhammad as the most recent prophet. These are only a few of the beliefs set by the religion that is disciplined and strict in its rules and customs. The Five Pillars (faith, prayer, fasting during the month of Ramadan, support of the needy, the pilgrimage to Mecca) guide Muslim life, as do the Qur’an.

## **Buddhism**



The entire Buddhist faith rests on the Four Noble Truths, which are the core of all Buddhist teachings. They are as under:

- Life is full of suffering.
- Desire is the root of all suffering.
- Suffering can be overcome by eliminating all desires.
- Elimination of desires can be attained by following the noble Eightfold Path.
- 

## **Judaism**



Over twelve million people in the world follow Judaism and regard the Torah as the most important holy book of Judaism. Jews believe they are the chosen people of God and consider Abraham and Moses as the founder. The laws of God guide Jews throughout their lives and followers of this religion spend a lot of their time praying.

## **Hinduism**



Hinduism is among the oldest religions of the world. It has more than 900 million followers, with around 80 percent of the Indian population claiming to be Hindu. Hinduism does not follow a single doctrine or teacher, but recognizes one God and eternal soul called Brahman.

## Ten Commandments

1. “You shall have no other gods before me.”
2. “You shall not make for yourself a carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth.”
3. “You shall not take the name of the Lord your God in vain, for the Lord will not hold him guiltless who takes his name in vain.”
4. “Remember the Sabbath day, to keep it holy. Six days you shall labour, and do all your work, but the seventh day is a Sabbath to the Lord your God. On it you shall not do any work.”
5. “Honour your father and your mother, that your days may be long in the land that the Lord your God is giving you.”
6. “You shall not kill.”
7. “You shall not commit adultery with somebody’s spouse.”
8. “You shall not steal.”
9. “You shall not bear false witness against your neighbour.”
10. “You shall not covet your neighbour’s house; you shall not covet your neighbour’s wife, or his male servant, or his female servant, or his ox, or his donkey, or anything that is your neighbour’s.”

► 2. Read the text paying special attention to the italicised words and phrases, be ready for the discussion.

## UNDERSTANDING BRITAIN TODAY

*by Karen Hewitt*

### Are We a Godless Society?

When I wrote the first edition of *Understanding Britain* in 1991 Russians were beginning to enjoy the freedom to worship in

a church, to speak about their private religious feelings, and to think about how to bring up their children in a moral and virtuous way which included religious teaching. I was often asked about the great advantages of living in a ‘truly Christian society.’ Some of my answers puzzled or displeased my listeners. I think they would be less puzzled today, since Russia has become, once again, a country with a state religion, a variety of other Christian sects and substantial numbers of non-Christian religious believers. The experience has enriched the lives of many devout people, but the majority of Russians, especially the young, do not seem to be ardent Christians, while the problems of bringing up children to be moral and virtuous remain as complicated as ever.

### **Believers and Non-believers**

When we turn to thinking about Britain, my task is made harder because religion – for believers is an intensely personal matter, so that I cannot go very far in speaking for the diverse millions of my fellow-countrymen. What do we know from statistics? In the 2001 Census for the first time there was an optional question about religious adherence. About 92% chose to answer the question, and of those, 72% said that they were ‘Christian.’ The census answer seems clear enough – nearly three-quarters of the population are Christian religious believers. But further investigations a few years later revealed that many people answered this question as a *cultural* question. They were saying that they identified themselves with the traditional, historical, Protestant culture of Great Britain. But when they were asked what they *believed* or in which church they were active, they gave very different answers. A social survey in 2006 found that 66% of the British population had no connection to any religion or church. In another poll in 2003, about 25% claimed to be members of an organised religion, but only 18% said that they were *practising* members who actually went to church. All later polls confirm the same thing: belief in a religion and attendance at

a church have declined sharply and the vast majority of people are simply not interested.

A different question is ‘Do you believe in God?’ About 35% British people say that they believe there is some kind of supreme Being; which means that 65% do not believe in God. Even twenty years ago it was slightly embarrassing to admit that you were an atheist but now it is quite common. So the first point is that, although of course there are some millions of devout and committed Christians, they are a smallish minority in our population – and they are getting older. Religious belief is weakest among the young, although it is possible that as they grow older these young people will turn to Christianity.

### **Cultural Christianity**

It seems that even those who do not believe in God, let alone a Christian God, still identify themselves with a cultural Christian inheritance which is all around them in the ceremonies, art, memorials and above all the churches of Britain. Yet the British, both adults and children, are almost wholly ignorant of the basic facts surrounding Christians and other world religions. Lessons in schools are often given over to discussions about ‘How to Live’ and ‘How to be Good.’ Reading of the Bible (widespread amongst almost all the population when I was a child) is unknown except among small religiously committed groups. The lessons on ‘Atheism’ which were mostly lessons on comparative religion in Soviet schools were much more informative about the various branches of Christianity than the teaching of religion in a nominally religious state like ours.

As a consequence, the British can no longer recognise or refer to the stories and myths in the Bible which are central to so much of our literature, art and music. This is a great loss of knowledge and culture. Our language is full of idioms, phrases, jokes, moral analogies and Biblical references which make no sense if you don’t know the original Bible stories and messages.

The Bible, when it is read not as an organ of fundamentalist truth, but as an anthology of books of history, poetry, myth, prophesy, fable, biography and so on, is full of rich and startling material. How can anyone who is not familiar with, for example, the story of Noah's Ark appreciate and enjoy the ironic account of that voyage given in the first chapter of Julian Barnes' *A History of the World in 10 and a half Chapters*? (I mention this book because it is read in many Russian universities.) There are millions of other books in which knowledge of the Bible is essential for true enjoyment and understanding.

So what remains? For the *English*, the Church of England is a national institution which we have the right to use if we wish, and which provides the setting for many of our national, local and personal ceremonies. All the church buildings which had been 'Catholic' before the Reformation (in the 1530s) became churches within 'the Church of England' when Henry VIII announced that he was to be Head of the Church. There are now nearly 17,000 Church of England churches scattered over the country, one in every village, three or four in every small town and correspondingly more in the larger towns – most of them built in mediaeval times, often as much as 700 years ago. They are built in local stone and brick, intended for the parish community, and, in our mild climate, designed to last forever. Many of them are extremely beautiful and a precious part of our historical heritage.

In some churches services are held daily, sometimes several times a day on Sundays; in other churches there may be a service once a week, or once a fortnight, even once a month. Thousands of churches are usually empty, even if they are also used for community meetings, local exhibitions, concerts. Some have already been sold off. And yet these under-used buildings would be missed if they were not there, especially in the countryside where each tower or spire seen in the distance marks another village. Millions of the English – alone or perhaps with another person – will choose to sit quietly for a few moments in a church, many of them in Christian prayer, and just as many non-believers

because they love the special quietness preserved in that atmosphere. Non-believers can and do have intensely 'spiritual' feelings. They can be just as aware that we need to abstract ourselves sometimes from immediate thoughts and worries, and reflect quietly on our relationship with the rest of the world, be it a world of nature or of other human beings. Unfortunately neither the believers nor the non-believers can save all these church buildings from ceasing to be used as churches, after neglect comes collapse. The state will probably save some buildings, especially the great Gothic Cathedrals, because they are part of our national heritage. Time will ruin the others.

For those of you who are interested in the Protestant tradition, even if for millions it is now only a cultural tradition, it is worth making a point about typical British reactions to Russian Orthodoxy. We find the rich, elaborate rituals, the beautiful liturgy and the art immensely impressive; but the mysterious powers of the priests and the utter devotion of the believers disturb Protestants. Our rituals are less intense, sometimes plain and perfunctory, although the singing of English Cathedral choirs is, of its kind, beautiful without compare anywhere in the world. Protestant worship emphasises the community of the congregation through the reading of the Bible; sermons which discuss the teachings of Jesus and their relationship to modern life; and the individual's personal relationship with God. It is mistrustful of priests as the special bearers of God's mysterious truth; it prefers a more democratic approach to organizing the church. In the Protestant view, all of us are adults in the sight of God.

In recent decades both the Church of England and the other Protestant groups and sects in Britain including Methodists and Baptists have been inspired, partly by the black Caribbean evangelical churches, to hold services which are much livelier than the traditional services, with modern music and even dancing. In some parishes the congregation are even offered a choice of services: using the Church of England prayer book and its seventeenth century liturgy one week, and using a modern form

of the service with accompanying rock music the following week. The Church of England has always accepted many forms of Christian worship within its walls!

Wales is mostly a country of Protestant chapels (small simple churches) with a strong tradition of choral singing. The Church of Wales – a minority church in Wales – is more-or-less identical with the Church of England. Scotland has its own national Church of Scotland which is theologically different from the Church of England; its ministers (not priests) are Presbyterians. Presbyterians do not accept Bishops in their church, and like other Protestant groups prefer to concentrate on the wishes and votes of each congregation. Besides these different Protestant churches, we also have a significant number of Catholic churches throughout the country, mostly serving the Irish (or formerly-Irish) community. In Northern Ireland itself, the two Christian communities, Protestant and Catholic continue to challenge each other across the street, although in 2009 it seems that they are learning to live with each other. All of these churches with the exception of the black evangelical churches have a declining membership.

## Islam

At the end of the first edition of *Understanding Britain* I quoted the words of a young Muslim.

*To be a Muslim means to believe in One God and Muhammed as the Messenger of God; to pray five times a day; to give a certain amount of money to the poor; to perform a pilgrimage; and to fast during Ramadan. I am faced with the question, do these facets of being Muslim affect the way I live with other people in Britain? The answer is 'no' since my religious duties are very personal. Then I ask, 'Should Muslims assimilate themselves into British society?' I don't think Muslims should abandon their principles and ideals; they should retain their*



*Islamic identity. But at the same time they should mingle and merge with the rest of society.*

In Britain today the *vast majority* of Muslims would agree with this statement of British Islamic principles. Around 1.5 million people (2.7% of the population) declared themselves to be Muslims in the 2001 census. There may be as many as 1.8 million today and, as compared with those who called themselves Christian, they are much more likely to be practicing Muslims who attend mosque regularly and carry out their religious obligations as described above. They constitute a small but significant number of British citizens.

Inevitably the politics of the last ten years or so have influenced the way in which Muslims are regarded by non-Muslims. A few British Muslims, born and growing up in this country, feel deeply alienated from British life. On 7th July 2005 four young British Muslims blew themselves up with home-made bombs, three on the London Underground, and one on a London bus. As a result of the four explosions, 52 other people were killed and about 700 injured. The leader of the suicide bombers explained in a videotape that 'I am directly responsible for protecting and avenging my Muslim brothers and sisters. Until we feel security you will be our targets and until you stop the bombing, gassing, imprisonment and torture of my people we will not stop this fight.' So their motivation was both religious and political. (They were opposed to the wars in Iraq and Afghanistan.) Many commentators made the point that the first victim of those bombings to be buried was a British Bangladeshi woman who was both a happy young Londoner and a devout Muslim.

It is that bitter fundamentalist connection of religion and politics, previously known to us by the 'Troubles' for thirty years in Northern Ireland, which we try to prevent by our emphasis on religious tolerance. Huge efforts by all kinds of groups have been put into restoring public confidence in Muslims and in the activities in the mosques. It is difficult to know how successful

these efforts are, but at least we have not had the great hate processions seen in other countries. We may be irreligious but we are less inclined than most peoples to kill each other in the name of God – a fact which, if there is a God, He would presumably approve of.

### **Morality and Religion**

So statistically Britain is a godless society. In this it is similar to most developed European countries which have also experienced rapidly declining religious belief (though it is very different from the United States of America which is a strongly religious nation). Historically many British institutions are nominally Christian, which leaves them with dilemmas about how to fulfill their responsibilities. For example, the BBC was founded in the 1920s with a strong Christian ethos. In 2009, on the BBC early morning news and comment programme, ‘Today,’ which is listened to by millions of people, there is a regular two-minute religious slot called ‘Thought for the Day.’ Two minutes only! -and the ‘thoughts’ now come from many different kinds of Protestants, Catholics, Muslims, Jews, Hindus, Sikhs, Buddhists and even, very occasionally, religious doubters. (The BBC also broadcasts religious services and discussions on religious belief. My point is that the two-minute slot is now seen as an opportunity for expressing religious diversity).

Very often these ‘thoughts’ are concerned with the stability of family life, the need to teach children to have respect for others which is inspired by the love of God. Many British people would agree that having a firm religious structure to family life gives it a moral stability which is good for children, so they are half-inclined to agree with these speakers even if they have no religious belief themselves. But we have to ask ourselves: Do our children turn out to be virtuous or delinquent according to the religious beliefs or lack of them in the family home? Certainly not. Yes, there is general agreement that children should be kind,

helpful to neighbours, honest and loving, but these are not exclusively religious virtues. In difficult moral areas such as attitudes to those in power, sexual behaviour, and the need for choices which involve pain and distress for others – all those problems which human beings face – Christianity has no clear answer. There are a multiplicity of answers, and individuals have to work out for themselves what they should do.

The world our children grow up into is indubitably secular. Public discussions of morality consider the views of different religious leaders but do not refer problems back to ‘the words of our Lord (Jesus)’ as they would have done in earlier generations. Instead many kinds of people speak out – philosophers, scientists, lawyers, politicians, doctors, teachers, charity workers, and people who may have no specialist profession but who feel strongly on the matter. For example, Britain is in the middle of a big debate on what to do about assisted suicide. If someone suffering from a painful and incurable disease wishes to take his or her own life, but is too ill and too weak to be able to do so without assistance, can others legally help that person? Such questions used to be considered the special territory of priests and doctors; now we are in a much more open, democratic, less-authority-bound and less religious society. The priest (he or she – we have had women priests in the Church of England for nearly twenty years, and ministers in the other Protestant churches for much longer) will be listened to, but so will the voices of thousands of others. This will be a long and difficult debate, but it will not be decided on the basis of ‘what religion says.’

Here are the words of a Church of England priest who has given much thought to contemporary Britain and who has come to some melancholy conclusions: “Look below the surface – and discover a country in deep confusion about its ethical and spiritual condition. The greatest shock to the self-understanding of British Christians is surely the growing number of people in this country who are subscribing to other faiths. Churches which have seen themselves for centuries as struggling against unbelief have now

to understand their place in a society where other religious beliefs are strongly held and are a vital element of cultural and ethnic identity for many. For the churches, the alternatives are competition (between churches, between religions and between ‘the church’ and ‘the world’) and cooperation – not only the coming together of churches and of faiths, but the conviction that Christian aims are advanced by working, where possible, with secular groups and trends rather than against them. In the end, the church is not important for most Britons. It is significant at times of family celebration: baptisms, weddings and funerals. But a Christian daily life is only for enthusiasts.”

► 2. Questions and discussion points:

- 1) Are most people in Great Britain believers or non-believers?
- 2) What is meant by Cultural Christianity?
- 3) Do many British people know the original Bible stories and messages?
- 4) Are there many practising Muslims in Great Britain?
- 5) Do you agree that morality in any society is always connected with religion?



3. Watch the TED-talk of Alain de Botton “*Atheism 2.0.*”

► 4. Give English equivalents for the following words and phrases and make use of them in the discussion:

- 1) ярые атеисты (2 варианта);
- 2) вера в Бога сродни вере в волшебников;
- 3) не существует божеств, сверхъестественных духов и ангелов;
- 4) рождественские песни;
- 5) Ветхий Завет;
- 6) сложный выбор;

- 7) имеется альтернатива;
- 8) основательное изучение религии;
- 9) посещение церкви;
- 10) Евангелие от Иоанна;
- 11) психбольница;
- 12) нам очень нужна помощь;
- 13) он объездил страну вдоль и поперек;
- 14) священное писание;
- 15) распространять идеи.

► 5. Explain the following expressions and translate them into Russian:

- 1) It's as easy as shooting fish in a barrel.
- 2) you're living in some kind of spiritual wasteland;
- 3) picking and mixing;
- 4) The secular world is full of holes.
- 5) a very plausible idea
- 6) Otherwise our minds are like sieves.
- 7) religions are cultures of repetition;
- 8) to adopt a religious mindset;
- 9) religions set up rituals around important feelings;
- 10) to immerse oneself in the water;
- 11) it might destroy the spell;
- 12) Museums should take a leaf out of the book of religions.
- 13) Art should be didactic.
- 14) you have to be collaborative;
- 15) a wiki-project.

► 6. Answer the following questions:

- 1) How do you understand the title of the speech?
- 2) Which areas of life are not going too well, according to Alain?
- 3) What do people desperately need, in his opinion?

- 4) What can religion teach us?
- 5) What is the difference between a sermon and a lecture?
- 6) How does the speaker define propaganda?
- 7) What are the two tasks of art, according to the speaker?
- 8) How do you understand the idea of art for art's sake?
- 9) What do you know about the following realia: Walmart, Tsukimi, Pentecostalist church, Mikveh?
- 10) What is the message of the speech?

► 7. Be ready to interpret for the speaker.

► 8. Translate into English using your active vocabulary:

1. Ирландия – это не единственная страна в мире, где социальная трансформация и отделение церкви от государства подвергли религиозные ценности серьезным испытаниям.
2. Священник обратился к своей пастве с молитвой.
3. Об этом упомянуто в священном писании.
4. Он собирался совершить паломничество на святую землю.
5. Каждый истинно верующий должен посещать церковь, читать Библию, поститься и соблюдать все необходимые ритуалы.
6. В годы Советской власти было разрушено немало храмов и уничтожено большое количество монастырей, а многие священнослужители были казнены.
7. Пасха – это самый главный христианский праздник, установленный в честь воскресения Иисуса Христа, которое является центром всей библейской истории и основой христианского учения. На Пасху совершается особое торжественное богослужение с литургией.
8. Для того чтобы креститься, человеку необходимо погрузиться в купель со святой водой. Через обряд

крещения человек становится членом церкви, присоединяется к сообществу верующих.

9. Кое-кто из прихожан даже покинул последнюю проповедь, когда пастор пытался прокомментировать десять заповедей.
10. Радикальные исламисты начали священную войну против неверных. Это привело к межрелигиозным распрям: многие мечети закрываются, а религиозных лидеров-мусульман арестовывают.

- 9. Read the texts that follow and discuss them in class.

## **RELIGION IN THE USA**

The United States is a secular nation, meaning there is a formal separation between state and religious entities. Society is underpinned by the strong principle of religious freedom that emphasises people's liberty to worship any religion and to not favour one religion over another. This is evident in the First Amendment which states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." Ultimately, there is a strong pluralist belief that various religious groups should be allowed to maintain and develop their faith and/or beliefs within the common society.

While the country is highly religiously diverse, the American national identity and patriotism is often linked to Christianity. Some examples include the public religious rhetoric of 'God Bless America' or the statement 'In God We Trust' found on the currency. This blend of religion and patriotism may also be observed during major American holidays, such as Fourth of July ceremonies or Thanksgiving.

The United States census does not contain questions about one's religious affiliation. However, various institutions have conducted surveys to determine the religious demographic of the country. According to the Pew Research Center (2014),

Christianity is the largest religious affiliation at 70.6%. Non-Christian religions made up 5.9% of the population, of which 1.9% identified as Jewish, 0.9% identified as Muslim, 0.7% identified as Buddhist and 0.7% identified as Hindu. Finally, 22.8% identified as unaffiliated, which includes agnostics (4.0%) and atheists (3.1%).

### **Religious Diversity and Pluralism**

Religious diversity has been a prominent feature of America's religious landscape since the precolonial period among Native American religious traditions. There was no national or state religion established during the colonial period (although some individual states adopted official state churches). This religious freedom allowed for the flourishing of different Christian sects, communities and movements during the country's colonial phase. Indeed, numerous Christian denominations and churches began in the United States, such as the Church of Jesus Christ of Latter-Day Saints (also known as Mormonism).

America's religious diversity is also a product of immigration, such as the waves of Jewish immigrants due to their persecution in the nineteenth century onwards. Many new Americans migrated to the country following the end of the national quotas in the 1960s, introducing new religions and new expressions of Christianity to American society.

The religiously unaffiliated also contribute to the pluralism and diversity of America's religious landscape. According to the Public Religion Research Institute, the number of religiously unaffiliated (including atheists and agnostics) has tripled in size since the early 1990s, accounting for just under a quarter of the population (22.8%). America is home to the 'New Atheism' movement sparked by atheist writers (e.g. Richard Dawkins and Sam Harris). The presence of American atheism (especially New Atheists) is largely active on major internet



platforms. One of the largest atheist communities is found on Reddit (approximately 2 million followers), which acts as a hub for atheists in America and globally.

### **Christianity in the United States**

Christianity has been the most prevalent and influential religion in American society since its introduction during the colonial period. For instance, while non-Christian religious groups are growing, they represent less than 6% of the population. However, it is important to note that Christianity in America is incredibly diverse. Of the 70.6% of Americans who affiliate with Christianity, 46.6% identify with a Protestant denomination, 20.8% identify as Catholic, 1.6% identify with the Church of the Latter-Day Saints, 0.8% as Jehovah's Witness, 0.5% identify as Orthodox and 0.4% identify with some other kind of Christianity. Protestant denominations are further categorised among those who identify with an 'Evangelical' tradition (25.4%), 'Mainline' tradition (14.7%) or 'African-American' tradition (6.5%).

There are further subcategories in Christian denominations that often follow ethnic lines (e.g. Korean Presbyterians, Nigerian Catholics, etc.). The crossroads between ethnicity and religion have helped foster a multiplicity of expressions and practices of Christianity and continually transform the religious landscape of America. For instance, as of 2016, almost half of those who identified as Catholic (45%) were Hispanic or non-white (an increase from 13% in 1991).

Some of America's major Christian traditions are regionally concentrated. For instance, 55% of residents in the state of Utah identify as Mormon. Meanwhile, just under half of the residents in the southern states of Oklahoma (47%), Arkansas (46%), Alabama (49%), Kentucky (49%) and Tennessee (52%) identify with an Evangelical Protestant tradition.

Christians in America tend to be more active in their practice, comparative to many other Western countries. When

asked whether religion is important in one's life, 58% of those who identified as Catholic and 70% of those who identified with a Protestant tradition stated 'very important.' Meanwhile, 39% of Catholics and 48% of those affiliated with a Protestant tradition attend religious services at least once a week. The vitality of Christianity in America is in part due to its pluralism. In fact, those who leave a congregation are much more likely to join (or sometimes form) a new one, rather than drift away from religion entirely.

### **Judaism in the United States**

The United States is host to the largest Jewish population outside of Israel. This vibrant Jewish community has been produced by a long history of migration. The majority of Jews are third generation migrants or higher (67%), meaning most of their families have been established in the United States since the postwar period or earlier. This reflects the long established presence of Judaism in the United States. In total, the Jewish population forms the largest non-Christian religious affiliation in the United States (1.9%), with most residing in the northeastern states such as New York and New Jersey. One can find synagogues, kosher grocery stores and other Jewish-based facilities in cities with large Jewish communities, especially New York City.

There are various streams of Judaism followed in America, which has fostered diversity amongst the Jewish community. According to the Pew Research Center, 35% identify with the Reform movement, 18% identify with the Conservative movement, 10% identify with the Orthodox tradition, 6% identify with other streams of Judaism, and 30% do not identify with any particular Jewish denomination. Many Jews in America tend to live a secular life, with the majority viewing their Jewishness as a matter of ancestry and culture (62%), rather than a religious matter. Thus, for some Jews, their Jewish identity is a minor

aspect of their personal identity, while others may see Judaism as an all-encompassing way of life.

### **Islam in the United States**

The Pew Research Center (2017) estimates there are roughly 3.45 million Muslims of all ages living in the United States, making up about 1.1% of the total population. Of those who identify as Muslim, approximately 55% identify as Sunni, 16% identify as Shi'ite and 14% do not identify with a specific denomination of Islam. Religion plays a prominent role in the daily lives of most Muslims in America. For example, 69% of Muslims pray at least once a day and 64% consider religion to be very important in their life. Mosques in America often act as community centres, allowing Muslims to meet outside of worship contexts for social and cultural occasions.

America's Muslim population has largely been formed through recent migration. For example, while 42% were born in the country, 20% were born in South Asia, 14% from the Middle East or North Africa, 13% from other parts of Asia or the Pacific, 5% from Sub-Saharan Africa and 6% from some other region. As such, local Muslim communities are often highly diverse, including people of many different cultural backgrounds and interpretations of Islam.

Muslims in the United States face unique circumstances both in American society and within their communities. For instance, the events of the 2001 September 11 attacks on the World Trade Center and the Pentagon have profoundly changed the experiences of Muslims in America and around the globe. Though American Muslims have found ways to voice their concerns and problems, some continue to face misunderstanding, prejudice and discrimination.

## **Asian Religions in the United States**

### **Hinduism**

The Hindu community in the United States is relatively small, with 0.7% of the population identifying as Hindu. Most of America's Hindus are immigrants (87%) and the overwhelming majority identify as Asian (91%). Historically, temple building was one of the primary means that Hindu communities sought to express their presence in America's religious landscape and to create cultural hubs. Today, there are approximately 450 Hindu temples around the country that help cater to the needs of America's Hindu population. Some temples are Pan-Indian (meaning they incorporate various Hindu traditions), some are dedicated to a particular branch of Hinduism, while others are regional-specific temples that emphasise language and rituals from a particular region.

Apart from popular and regional Hindu traditions, America is also home to guru-led movements and renunciate traditions. Indeed, some temples are sectarian and promote the teachings of a particular guru. For instance, the International Society for Krishna Consciousness (ISKCON, also known as the *Hare Krishnas*) has maintained a significant presence since its founding in America in the 1960s. Another legacy of the guru-led movements is the immense popularity of yoga, which despite primarily being a fitness and health-focused industry, is seen by 63% of the American population as 'spiritual.'

### **Buddhism**

The Buddhist population in the United States is also relatively small, with 0.7% of the population identifying as Buddhist. America's Buddhist communities include a range of ethnic or racial backgrounds, including white (44%), Asian (33%), Latino (12%), other or mixed (8%) and African American

(3%). However, it is common for individual Buddhist temples and meditation groups to be composed of a single ethnic group.

Most forms of Buddhism have some representation in America, though their numbers and presence varies. For instance, Theravada Buddhism is primarily followed by Sri Lankan, Thai, Burmese, Cambodian and Lao immigrants and their descendants. However, the Vipassana movement (also known as Insight Meditation) is particularly popular among white Americans.

Mahayana Buddhism also has a large presence, with one of its most recognisable forms being the Chan/Zen tradition. Chinese Chan and its Korean (*Son*) and Vietnamese (*Thien*) versions are mostly practised by Asian Americans, Japanese Zen Buddhism has been popular among non-Asian Americans since the 1950s. The broad distinction between Asian Buddhists and white American Buddhists reflects differences in the practices emphasised (particularly meditation for the latter) and organisational structures.

### **Native American Worldviews**

The United States is home to a diversity of Native American religious and spiritual traditions, practices and beliefs. Native American worldviews largely vary due to differing geographic locations, languages and the material cultures of each nation. There is also significant syncretism between some Native American traditions and Christianity (e.g. Native American Church, also known as Peyotism).

Native American traditions often express a holistic worldview whereby religious or spiritual matters are intertwined with daily life. For example, one commonly shared feature is the deep connection between myths, symbolic objects and rituals to specific geographic locations and landscapes. Religious practices are often localised and traditional knowledge about origins and memories of inhabitants are passed down from earlier generations

through an oral tradition. Native American worldviews also often acknowledge sacred powers that are part of the natural world and its elements (e.g. sky, water, land, flora and fauna). In turn, people of the nation attend to these powers to help maintain the balance or amend imbalance in the sacred world.

<https://culturalatlas.sbs.com.au/american-culture/american-culture-religion>

- ▶ 10. Questions and discussion points:
  - 1) To what religion is the American national identity mostly linked?
  - 2) How can you account for America's religious diversity?
  - 3) What do you know about Mormons?
  - 4) What Asian religions are presented in the USA?
  - 5) What do you know about native American worldviews?
- ▶ 11. Read the text that follows and discuss it in class.

### **Religion and Politics Don't Mix**

**Was my vote sinful? Wrong question – churches should be uniting, not dividing congregants.**

*America's churches are supposed to be uniting the nation, not dividing it with political rancor or elevating politicians to messianic figures.*

*Nancy Boyda and Thomas Wheatley*

“It is a mortal sin to vote Democrat,” the flyer said. “Immediately after death the souls of those who die in a state of mortal sin descend into hell.”

The date was October 16, 2016, and the flyer was stuffed in church bulletins produced by the Immaculate Conception Catholic Church in San Diego, California. The Roman Catholic Diocese of

San Diego later denounced the flyer, but the message could not be unheard.

Four years later, the script flipped when 1,600 faith leaders wrapped their stoles around Joe Biden's bid for the White House. "Jesus is not on the ballot, but many of the things he valued are," explained Reverend Elizabeth Rios. "For me the choice is clear."

Conventional wisdom tells us we should never mix religion and politics. Unfortunately, that timeless advice has done little to prevent our churches from becoming fractured by partisan politics, leaving much of the country confused and alienated, both from God and from each other.

***Evangelicals face a reckoning: Donald Trump and the future of our faith.***

In the wake of a deadly assault on the U.S. Capitol, we can't help but ask ourselves: What is the church's role in our national discourse? What should it be?

### **Politics from the pulpit**

These are questions we've seen many in our own faith communities struggle to answer. Between the two of us, we've seen congregants bicker about everything from Old Glory's placement in the sanctuary to whether "God Bless America" is an appropriate musical selection for worship service. We've seen faith leaders crown politicians with nearly messianic esteem and treat campaign slogans as direct commands from God. And most recently, on Jan. 6, we witnessed a heartbreaking number of self-identifying Christians at a rally which preceded the insurrectionist attack on the very seat of our republic's government.

Indeed, much of today's political rancor is not just the fault of our political leaders, but also of the church's withered commitment to its simple, yet divine mission: To bring people closer not only to God, but also to each other.

Christians recall that the night before suffering an excruciating death by crucifixion, Jesus gathered his disciples to pray. With full understanding of the horrors he was about to face, Jesus prayed to God for unity among all believers. “I have given them the glory that you gave me, that they may be one as we are one – I in them and you in me – so that they may be brought to complete unity.”

**Cardinal Timothy Dolan:** *Supreme Court can root out Philadelphia’s anti-Catholic bigotry.*

Jesus’s apostles urged the same. Paul wrote to the Corinthians, “Brothers and sisters, rejoice! Strive for full restoration, encourage one another, be of one mind, live in peace. And the God of love and peace will be with you.”

It is unsurprising, then, that Jesus rejected political simplicity and the division it would always bring. He urged us to view the world through the teachings of faith that bind us together, not through facile and self-serving political narratives. Recall how the Pharisees, the politicians of Jesus’s day, doggedly tried to trick Jesus to do otherwise, baiting him with questions about feeding the hungry and healing the sick on the Sabbath, paying taxes, and perhaps most famously, the greatest commandment. But Jesus never took the bait – not once. We wish we could say the same for our churches today.

### **Take communion seriously**

When churches make spiritual salvation conditional on who wins and who loses in Washington, it tempts us to treat every disagreement as an existential contest. Doing so not only diminishes the enormity of God’s plan, but also clouds Jesus’s most important lesson.

As followers of Jesus Christ, we believe, above all, that we are called to be in covenant with God and with each other. We see the examples – from Samaritans to tax collectors –



of how Jesus extended this covenant to all people, including those from different religions.

On this point, we find writer David Brooks's recent take especially beautiful. Citing Jewish tradition, Brooks wrote that conflict resolution is "a shared process of trying to dig down to the underlying disagreement and then the underlying disagreement below that." It is a never-ending process. "Conflict creates cooperative effort," Brooks observed.

***National Inaugural Prayer Service: Joe Biden asked me to pray for America. I said yes because I value the truth.***

*<https://www.usatoday.com/story/opinion/2021/01/27/politics-churches-healing-unity-reconciliation-column/4261308001/>*

► 12. Questions and discussion points:

- 1) Do you agree that religion should not be involved in political polemics?
- 2) What is the higher purpose of churches in the authors' opinion?
- 3) What do you know about Samaritans?

► 13. Read the text, discuss it in class.

**Harvard to return historic bells to Russian church**

*by David Abel*

The university's gain – the ornate carillons have rung in the towers at Lowell House and Harvard Business School's Baker Library for decades – was a huge loss for post-Soviet Russia.

Yesterday in Russia, a delegation from Harvard signed an agreement with officials from a resurgent *Russian Orthodox Church* that is expected to restore the bells to their original home in Moscow next year. In return, Harvard will receive 18 new bells, which are being cast at a foundry in southwestern Russia.

“This has been a gradual process of agreement, but today there’s actual ink on the paper,” said Diana Eck, a professor of comparative religion at Harvard and master of Lowell House. “It’s a very important thing, not just for the Russian Orthodox Church, but for so many people in Russia, for whom this represents one of the great historic bell sets of their cultural heritage.”

Their return – Eck said Harvard officials expect the exchange to be made in June 2008 – was made possible by Russian metals tycoon Viktor Vekselberg, who several years ago paid \$90 million for nine Faberge eggs at auction in New York. He is paying for the exchange, which Eck said will cost several million dollars.

The bells, considered “*singing icons*” in Russia, *are adorned with etchings of Christ and Mary*, saints, winged angels, and scrolls of floral decoration. Most of them were cast in the 18th and 19th centuries. The largest, the Mother Earth Bell, weighs 13 tons and has a 700-pound clapper.

The bells came to Harvard at a time when Soviet dictator Joseph Stalin led a campaign to kill thousands of *monks* and destroy *monasteries* across the country. The industrialist Charles R. Crane of Chicago bought the bells from the Soviet government in 1930.

In the years since the demise of the Soviet Union, the Orthodox Church has stepped up pressure on Harvard for their return.

At the ceremony yesterday, *Russian Orthodox Patriarch Alexy II* said: “We are thankful to Americans for saving these bells from melting by the Communists,” *THE MOSCOW TIMES* reported.

Eck, who did not attend but has been on previous delegations to Russia, described the replicas as “very detailed and very beautiful.”

She said the agreement benefits Harvard, which plans to include training for university *bell ringers*.

“For years, many people here didn’t know how to play the bells,” Eck said. “When you hear Russian bell ringers play the bells, you know there’s a lot to learn. And we hope to learn a lot.”

(GLOBAL STAFF, March 21, 2007  
www.newlifedc.org)

- 14. Questions and discussion points:
  - 1) Have you ever listened to the chimes of the church bells? Do they usually produce a musical tune?
  - 2) Is it difficult to cast a church bell? Have you seen the film “Andrey Rublev”? What do you know of the art of casting church bells in Russia?

## **RELIGION AND LANGUAGE**

- 1. Read the text that follows and discuss it in class.

### **Bombs away – religion and language in the USA**

*by Joe Palmer*

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof - Article I, Amendments to the Constitution.*

*As the Government of the United States of America is not, in any sense, founded on the Christian religion; as it has in itself no character of enmity against the laws, religion, or tranquillity, of Mussulmen; and, as the said States never entered into any war, or act of hostility against any Mahometan nation, it is declared by the parties, that no pretext arising from religious opinions, shall ever produce an interruption of the harmony existing between the two countries.*

The Treaty of Tripoli, entered into by the USA under George Washington. A fact that George Washington and his collaborators took for granted was that the United States of America was the first Western country without an established

religion. It was brought into being without a religious creed. There is no 'state religion.' In the United States a person has the right to worship or not to worship. He also has the right not to speak English. For good reasons the United States has no official religion, and similarly it has no official language. Religion and language are the private property of Americans, the people who come from everywhere. In America you could find, say, an Aramaic-speaking Zoroastrian, if you looked hard enough.

The Founders wanted the United States to break away from the past, to make a fresh start free from the old chains of feudal privilege and social class. They knew that religious differences are specious grounds for discrimination. The horrors of religious wars and rebellions were fresh in their memory. Furthermore, the new states were havens for those persecuted for their religious differences. Maryland, for example, had been the first colony to achieve religious freedom, the struggle between Catholics and Puritans there being resolved in 1691 when it was made a royal colony and the Church of England the established church, a creed liberal enough to accommodate most Christians.

It used to be against social convention to mention religious differences in public in America. There was something shameful about being seen as a member of a religious minority. Today religion is not to be considered before the other facets of one's personality. It is only when an influential person's expressed affiliations can be pernicious that we mention them. For example, it is better for a politician not to be a Roman Catholic. Look what happened to John Kerry, and to John Kennedy. Similarly, the views of lunatic preachers are held up to scrutiny and caveat.

We certainly did not talk about religious differences in public until totalitarian, absolutist religions, like Catholicism in the 19th Century and Islam in the 20th became intrusive.

There remained a problem the Founders had been trying to solve, expressed as *E pluribus unum*: out of many one, one state made of many states, one culture made of many cultures, one tribe made of many tribes, one clan made of many clans, one family

made of many families made of individuals as unique and precious as life itself. How do we make one out of many if some do not agree?

To expect everyone to practice the same religion and speak the same language was impossible in a free country, so the Founders ignored linguistic differences and made religious differences legally irrelevant. No laws respecting religion or language were considered. So, the American Religion and the American Language grew out of the common experiences of the people, just as all ways of speaking and behaving are formed. Language and religion are the backbones of culture in the widest sense.

Every person has at least one language. Every person acquires the language(s) he grows up with. Similarly, everyone has the religion(s) of the same people. He may reject or add on to the religion and the language for various reasons later on, but the unconscious and natural learning of his first language and religion stay with him all his life. They are part of his make-up. They seem right and beyond questioning.

Faith and religion, however, are not one and the same. Faith is the product of one mind. Religion, like a language, or a cuisine, or a kinship system, is a product of an ethnic group, something that happens when people live together for a long time. A religion is a way of life, an ethos, the guiding beliefs of a group. The American Religion is what it means to be an American, a progressive contender for excellence who has faith in the pursuit of happiness.

A language academy, an official cultural institution intended to maintain the purity of a language according to 'law,' exists only in that most Laputan of countries France, where ideals and reality infrequently coincide. The idea of tongue troopers and inquisitors is abhorrent to English speakers, so we have no arbiters of language or religion with much influence.

Language is the most obvious and physical part of everyone's make-up. The language you use identifies you

precisely, ethnically, socially, and often damningly. Furthermore, one can often use different styles, regional dialects, and even other languages to suit the occasion.

Faith, in contrast, is the most intangible and fabulous part of everyone's make-up. It is beyond the physical and material world; it is *metaphysical*, that is, it is supernatural. It has to do to a reality that is beyond the senses. It is abstract, theoretical, beyond proof, extremely personal, and nobody's business. So, do not try to make your faith my business and we'll be OK. At the same time, we share a belief in ourselves that Harold Bloom calls the American Religion (*THE AMERICAN RELIGION*, Simon & Schuster, 1992). When I write 'we' I mean everybody. Post-Christian secular religion is the order of the day everywhere.

The Moses of the American Religion is Ralph Waldo Emerson (1803-82), the post-Christian lawgiver, a popular, radical preacher who said to Hell with the past, and whose good sense in teaching us self-reliance complemented the great revival at Cane Ridge, Kentucky, in 1801, which ultimately produced such American religious movements as the Pentecostals, Jehovah's Witnesses, Seventh-Day Adventists, Mormons, and Southern Baptists, and which profoundly affected the mainline Protestant sects, the Wesleyan Holiness denominations, the Catholics and Jews, and in particular the secularists who believe in the idea of America. The American Religion is to the old religions as jazz is to classical music, an independent, upstart child with amazing talents.

Knowing that God is hidden, and cannot be categorized and subjected to reason or philosophy, Emerson could claim: *As men's prayers are a disease of the will, so all their creeds a disease of the intellect* ('*SELF-RELIANCE*').

Consequently, without rules governing religion and language, Americans have spontaneously developed their own religion and language. The American religion incorporates the old festivals at the solstices and equinoxes, Christmas, New Year's, Easter, The Fourth of July, Thanksgiving, and Halloween, making

them official holidays (Holy Days) with the general assent of everyone; it also contains the common law, freeing Americans from despotism and invasion of privacy. The theology of the American Religion is a congregational trust in the innate goodness of our fellow citizens, and the assumption that each individual has his own special knowledge that his personal God has given him. He knows that God loves him.

Americans' faith in scientific progress is a sort of humanism that uses modern dentistry and electricity as proof of its validity. We thank our hidden, intimate God for computers and anesthetics, and we often do it in public.

Several Christian and other cults became the American Religion, and several kinds of English came together to become American English, the lingua franca of the world, the all-purpose language without constraining rules or standards of correctness, except the Victorian social sensibilities of the schoolma'ams.

Following this pattern, the American Religion, the all-purpose religion, is easily adaptable to circumstances, and simple to use. The old religious sects became a set of social clubs extemporaneously or traditionally organized according to income levels and ethnic backgrounds, propriety being reduced to amusing hypocrisy and feigned outrage like President Clinton's peccadillos and impeachment.

The melting pot, assimilation, works. Once the basic economic needs of a majority are satisfied, religious and linguistic differences become largely irrelevant. As mere excuses for discrimination they are no longer useful. For example, in a recent federal election in the United States, the winning candidate scored a home run exactly as required by the rules of the religion game. He touched first base by speaking at Bob Jones University, rounded second and third bases without touching the mainline or holiness churches, as permitted, and jumped on home plate in Vatican City with both feet.

In America we forget about religious conflicts or pretend they do not happen, excluding their frightening history from the

schoolbooks. The American media rightly ignored the fact that the slaughtered in Kosovo were Moslems, and Orthodox and Roman Christians, because the real reasons for their murder was economic advantage and wealth, and we do not want to upset the Serbian, Croatian, and Albanian immigrants in the United States. Ethnicity, that is religion and language, is a no-no. We don't want to talk about it in the melting pot.

Today we face violence because others are jealous of our good fortune, wealth, and strength. They do not care about religion; religion is only a cover, a disguised, camouflaged false front. If the use of Arabic were co-extensive with Islam, then Arabic users would be the enemy, to this way of thinking, but it is not. Adherents of Islam and speakers of Arabic are not the enemy. Their poverty and our theft of their resources are the causes of war. Jihad is for dollars, pounds, and euros, not for Islam. Whatever the motives, however, today we may no longer ignore *fatwas*, suicide bombers, roadside bombs, malignant, absolutist maniacs, and ignorant priests and preachers claiming that Islam is evil, and telling their parishioners how to vote. Down deep the real motives for violence are economic. Religion is the opiate of the suicide bomber.

Perpetrators of violence create tragedy, which has the effect of freeing them from the past. Violence is a cleansing force. It causes a catharsis, a purging of old poisons, a release from turmoil, poverty, and misery. It is liberation from the strictures of the old ways. It frees those who do not share our way of life from their feelings of inferiority, their despair, helplessness, and inaction; it makes them feel that they are at once the center of things. It restores their self-respect even if it kills them.

Where does that leave us?

Our humane Western way of life today is a product of Christian ethics filtered through wars, reformations and social theories, they say. We cherish liberty, justice, peace, order, good government, dignity, and self-realization, 'the pursuit of happiness,' because of the ethics and morality of enlightened



reason. Science, art, and faith in progress have replaced the old religions as the source of our values. What we now hold dear is the American Religion. Progress is the most important goal of the American Religion, salvation and redemption being the right of every American.

Humane people, Europeans and Americans in particular, have a way with the world; many other people do not have a way. Our science gives us technology. Our technology controls nature to a large extent. Art gives individual value, beauty, and meaning to the benefits of science. Faith gives us the strength to believe we are right and justified in our work, and that every day in every way we are getting better and better.

Of course, the preceding is bullshit. The Promethean fire stolen from Zeus ultimately will consume us.

Boy, do we have a surprise coming!

We know deep in our hearts that progress is ephemeral, gone in a heartbeat like salvation. One vicious, evil act has repercussions far beyond the moment. For example, 9/11 lives in the memory, inescapable. Every image of the Manhattan skyline calls up the Trade Towers in our minds, whether they are there or not.

Now that the Global War on Terror has become ‘the struggle against violent extremism,’ a war of ideas to win the hearts and minds (sound familiar?) of Islamist extremists, to be waged by the same arrogant incompetents who in all bad faith gave you Iraq...

Maybe there is a way to skip the next chapter, which promises to be a bloody disaster.

*That but this blow  
Might be the be-all and end-all here  
But here upon this bank and shoal of time  
We'd jump the life to come.*

– Macbeth, I:7.

(OPINION, September 2005)

- 2. Questions and discussion points:
  - 1) Do you find it good that the USA is a country without an established religion?
  - 2) What parallel does the author draw between language and religion?
  - 3) What danger do religious differences present?
  - 4) Why is it better for a politician in the USA not to be a Roman Catholic?
  - 5) Why are language and religion the backbones of any culture?
  - 6) What is the difference between faith and religion?
  - 7) What American religious movements have you learnt from the article?
  - 8) How does the author characterize the American Religion?
  - 9) When do, in the author's opinion, religious and linguistic differences become largely irrelevant?
  - 10) What values have replaced the old religions in the USA?
- 3. Read the text paying special attention to the italicised words, be ready to discuss it in class.

### **The language of religion**

“The language of religion,” Atrios writes, is “something I don’t understand. It’s *gibberish* to me. When people start invoking religion in discussing issues they may as well be *talking Martian*. I’m not being insulting here, I’m just saying it’s utterly meaningless to me personally.”

And of course there’s no reason such language *should* be meaningful to him. *Sectarian language* isn’t much use when trying to communicate with people *outside of the sect*.

This is something we religious types don’t always remember. Religious language is *our native idiom* and it plays an important, necessary role when speaking amongst ourselves. But

outside the fold, outside the club, this language doesn't communicate and therefore cannot be expected to persuade. Those of us who are native speakers of religious language shouldn't expect that our peculiar way of expressing ourselves would sound like anything other than gibberish to those who do not share our peculiarities.

This is why it's necessary for *religious believers* to adopt the common language of others when speaking to those outside of our *particular communities*. Religious language needs to be translated into intermediary terms and principles that others can understand, appreciate and engage. Language that is, to borrow a phrase from the Supreme Court, "pervasively sectarian" is only useful when *talking to others within the sect*. To talk to anyone else, we need to *communicate in secular terms*.

The word "secular," unfortunately, has been subjected to decades of deliberate distortion by *sectarian partisans* who pretend it is the antonym of "sacred." It's not. The opposite of "sacred" is "profane." The opposite of secular is sectarian. Secular language, thus, is necessary not just for communication between believers and nonbelievers, or between "Christians" and "secular humanists," but also for communication *between* sects – between, say, the "*General Baptists*" and the "*Regular Baptists*."

Finding such secular, common language can be difficult when the subject in question involves an "ought" – the belief or assertion that certain actions *ought* to be done or ought *not* to be done. Once we start talking about oughts we are, inescapably, in the terrain of morality and thus of metaphysics.

At this point, things can quickly deteriorate into a late-night undergrad bull-session. We can find ourselves tackling the perennial question of right and wrong in the abstract, turning to Kant or to John Rawls or some other such philosophical attempt to ground moral thinking in a shared rationality. Or we could point to the seemingly *universal commonalities* – what C.S. Lewis called "The Tao" – shared by *all major religions* and moral teachings.

And all of that is fascinating. I love thinking and talking and arguing about all that. But it's not terribly practical as part of our daily routine.

And anyway, this is not how we humans tend to go about these things. Life simply demands too much of our time and attention for us to indulge in a rehashing of the perennial philosophical questions every time there's a decision to be made about our political or cultural life together.

So we tend, instead, to begin with *simple assertions expressed in general terms*. We may not be 100-percent in accord as to all the *ramifications* and/or bases of these general terms, but we share enough of their meaning for them to be useful.

For example, I might say, "X is wrong." At that point it would be perfectly legitimate for you to ask, "What do you mean by *wrong*?" and we could go spinning off into the clouds, but neither of us usually has time for that, so you will, instead, assume that we agree, more-or-less, as to the what and why of "wrongness" and you will simply, in the same general terms, agree or disagree about the wrongness of X.

If we do agree then we will not find it necessary to further explore the distinct logic of our particular sectarian approaches to morality. We won't need to iron out all the precise distinctions between your concept of right and wrong as a member of the United Free Will Baptist sect as opposed to my concept of right and wrong as a member of the United American Free Will Baptist sect (or between my concept as a Christian and Duncan's as an atheist and anyone else's as whatever else they may be).

If we disagree, then it gets trickier.

If we disagree, then the general, secular term "wrong" apparently isn't working as a common language for us and we'll have to find some other shared language or shared reasoning – whether that's Rawls' veil of ignorance or Kant's categorical imperative or just some dude's "Mean People Suck" t-shirt. But I shouldn't expect my own sectarian language – citing chapter and

verse – to be of much use in clarifying or resolving this disagreement.

The odd thing is that even though ideas of morality, of “ought,” of right and wrong, seem inextricably bound up with religion and metaphysics, there’s often little correlation between the two. We often find ourselves in serious disagreement with others within our own traditions while at the same time finding ourselves in close agreement with others outside of those traditions who seem, despite sharing none of our presuppositions, to share all of our conclusions.

*(Posted by Fred Clark on Sep 28, 2006 in evangelicals Permalink)*

► 4. Questions and discussion points:

- 1) Do you also think that religion has its own language?
- 2) Have you ever been present at a church service? Did you find it difficult to understand the prayers?
- 3) Have you ever heard English speaking priests? Could you easily make out what they said?



5. Listen to *SONGS OF WORSHIP* and answer the questions:

- 1) What mood do the songs create?
- 2) Do you know any Russian religious songs?
- 3) What makes religious singing different from ordinary singing?

► 6. Listen to the reading from the *NEW TESTAMENT* (Ephesians, ch. 4), make a transcript.

► 7. *THE NEW TESTAMENT* was originally written in Greek, there are different translations into English and other languages. Read the second English variant and compare it to the Russian version:

**1** So I, the prisoner in the Lord *Jesus*, beg you to live as though you were worthy of God's invitation. **2** Be completely humble, gentle, and patient. Put up with one another in love. **3** Try hard to keep the Spirit's unity; use peace to tie it together. **4** There is one body and one Spirit. You were called to one hope, when God called you.

**5** There is one Lord *Jesus*. *There is one faith. There is one immersion.* **6** There is one God. He is the Father of everyone. God is above everything, through everything, and in everything.

**7** Each one of us has received God's gracious love. Christ gave it by measure.

**8** *The Scripture* says:

"When he went up high, he captured everything.

He gave gifts to human beings."

*Psalm 68:18*

**9** When it says "he went up," it could only mean that Christ came down to the lower parts of the earth. **10** The one who came down is the same one who went up — above all the heavens. He wanted to fill the universe.) **11** Christ appointed apostles, prophets, evangelists, *spiritual* shepherds, and teachers **12** to prepare the holy people for a ministry of service, for building up the body of Christ. **13** How long? Until we are all together. We must be united in our faith and knowledge of the Son of god. We must become *like* a full-grown man, reaching for the greatest potential of Christ.

**1** Итак я, узник в Господе, умоляю вас поступать достойно звания, в которое вы призваны, **2** со всяким смиренномудрием и кротостью и долготерпением, снисходя друг ко другу любовью, **3** стараясь сохранять единство духа в союзе мира. **4** Одно тело и один дух, как вы и призваны к одной надежде вашего звания; **5** один Господь, одна вера, одно крещение, **6** один бог и Отец всех, который над всеми, и через всех, и во всех нас. **7** Каждому же из нас дана благодать по мере дара Христова. **8** Посему и сказано: восшед на высоту, пленил плен и дал дары человекам. **9** А «восшел» что означает, как не то, что Он и нисходил прежде

в преисподние места земли? 10 Нисшедший, Он же есть и восшедший превыше всех небес, дабы наполнить все. 11 И Он поставил одних Апостолами, других пророками, иных Евангелистами, иных пастырями и учителями, 12 к совершению святых, на дело служения, для созидания Тела Христова, 13 доколе все придем в единство веры и познания Сына Божия, в мужа совершенного, в меру полного возраста Христова.

- 8. Do you find anything special in the simple text that follows? Speak your mind.

I'm a professional singer and actress at a Christian-owned-and-operated music theatre. Last month I was asked to speak at a local school's career day to encourage kids to follow their dreams. On the way, I felt God lead me to be bold and unashamed about my faith. What's the worst that can happen? I thought. They can't fire me. They just might not ask me back next year!

I shared with the seventh and eighth grade students the ins and outs of making a living as a performing artist, as well as how God provided my current job for me, then asked if there were any questions. One student asked what's my favorite song to perform, and I replied, "Amazing Grace."

Then a teacher asked, "Don't you get scared being in such an unstable job?" I smiled and took a deep breath. "No," I said. "As a Christian, I believe – and have seen firsthand – that God provides and leads me every step of the way. Besides, after September 11, it seems there isn't any career that's totally secure."

A few days after I spoke, I received a letter from the school counselor telling me I was one of the kids' favorite speakers that day. He wrote, "One little girl said, 'I want to grow up and be just like the lady who talked to us today.'"

God is faithful to use even the little things we say and do each day to make a difference in others' lives--if only we'll take a step of faith and be obedient.

*(Dena Dyer, Texas  
TODAY'S CHRISTIAN WOMAN, May-June 2002)*

- 9. Read the lecture of Billy Joe Daugherty (founder and pastor of Victory Christian Center in Tulsa, Oklahoma) and discuss it in class.

### **Be a Light Where You Are!**

*by Billy Joe Daugherty*

I am convinced that many people are at the right place. They just need to wake up, look around, and realize, “I can be a light here.” You may work around a lot of unsaved people and you’ve been complaining. Quit complaining! You don’t want to go fishing where there are no fish. You are in the greatest position possible because people all around you need Jesus.

I needed an attitude change when I worked in a boys’ club years ago, making \$1.00 an hour as the summer program director for the sports programs, camps, and Little Leagues. I was wondering, *Why am I here? What is the purpose for this?* I felt in particularly one night of the championship game of the girls’ softball league. The umpire did not show up, so I had to step in and umpire in his place.

Have you ever been tormented? Oppressed? Beaten down? Rejected? If you haven’t could I suggest, umpire a girls’ softball game, because it’s not the girls you have the problem with. It’s their parents!

Get the picture! Championship game. Two top teams. It’s the bottom of the last inning, two outs, bases are loaded, and it’s a full count – three balls and two strikes. The score is tied. If the team at bat scores one run they win. If they don’t score, they go into an extra inning. So the girl at bat hit a ground ball to the first baseman. The first baseman picked it up and all she had to do was step on the bag and the inning was over. Instead, she threw the ball to home plate.

The girl on third ran toward home plate. The catcher was in position to receive the throw from first to tag her out. She caught the ball and at that very moment the girl was at the plate. She



tagged her, and I couldn't think! I just stared. The dugout emptied. A mother shouted, "Safe!" another mother shouted, "Out!" I'm going, I don't know."

Then that bunch at the zoo right behind me started coming over the top of the fence! Finally my mind cleared, "The runner is safe. The ball game is over, but it wasn't over for me.

Have you ever wondered, *How did I get into this place?* The Lord dealt with me, "Ask the boss if you can have prayer with the employees at the boys' club in the mornings." So I went to him and asked, "Could we have prayer right after staff meeting?" He just stared at me. Then he said, "Yeah, I guess that will be all right."

So the next day he gave everybody their orders for the day. There were eight or ten people working grounds and different parts of the boys' club. He got the part where we were going to pray and he nodded his head at me. That was my signal. No warning. No preparation. No introduction. I said, "We're going to pray." Try that in your place where everyone is unsaved!

As far as I know, no one responded during the entire summer. I wondered, *Why am I here?* There was one little guy on staff that I had warm feelings in my heart about for a number of reasons. He was attending the local Upward Bound Program. No one knew I was dating Sharon, my girlfriend and future wife, and she was working with the Upward Bound Program at the college. One day this guy, Sammy Joe, walked in, opened his wallet, and said, "I want to show you a picture of my girlfriend." It was Sharon's picture! I said, "Where did you get that picture?" I talked to Sharon about it and she said, "I just gave him a picture." That's why I said I had warm feelings in my heart about Sammy Joe!

Ten years later, I was in Magnolia, Arkansas, and I walked into a Wal Mart. There was Sammy Joe checking. I said, "Sammy Joe, did you ever get saved?" He said, "No." I said, "well, today's your day!" I preached to him a little with people waiting in line, and he accepted Jesus Christ right there at the counter. I began to realize why I had been at the boys' club years earlier.

A few years ago, Sharon and I were standing in line in Chicago, waiting to board a plane for Tulsa. Behind me I heard a voice say, “It’s a long ways from Magnolia, Arkansas.” I turned around and there was the director of the boys’ club. He had been saved, and since that time we have prayed together.

Whether you are driving a forklift, you’ve got a trowel in your hand, you’re at the computer, you’re in sales, or you’re at home, God has a holy purpose for you. Get a sense of destiny: *I’m here right on time. God planned for me to be here. Whether I touch a thousand or one, whether I write a book and it changes a nation, or whether I hand out Toosie Rolls at Wal Mart, I can make a difference for eternity in others’ lives!*

It may be years or eternity before you know the full impact of why you are in a place. But if you are living out God’s purpose, there will be no regrets.

## **A FINAL DISCUSSION ON RELIGION AND SOCIETY**

1. Speak on the main religious trends (Christianity, Catholicism, Islam, Buddhism).
2. Discuss the religious make-up of the Udmurt Republic. Is it different from the rest of Russia?
3. Do you think that all the people who attend the church are true believers? Is church-going the necessary constituent of religiosity?
4. What important events have taken place in the religious life of Russia and Udmurtia recently?
5. Give Russian equivalents for the following proverbs and sayings, agree or disagree with them:
  - 1) God is always on the side of the big battalions.
  - 2) God knows, – I don’t!
  - 3) God sends meat and the devil sends cooks.
  - 4) God tempers the wind to the shorn lamb.
  - 5) He that serves God for money will serve the devil for better wages.

- 6) Whom the gods love die young.
- 7) God's mill grinds slow but sure.

- 1. Think of some situations, which might present a communication difficulty for believers and non-believers. Act them out in class.

## USEFUL VOCABULARY

Jesus Christ

Virgin Mary

Bible (Holy Bible, Holy scripture)

New Testament

Ten Commandments

crucifix

priest (minister, clergyman, chaplain, parson, vicar, preacher, pope)

to pray

prayer

prayer book

to confess

confession

robes (vestments)

to be baptized (christened)

godparents

alter (communion table, Lord's table, holy table)

holy water basin

the sacred wafers

church wedding

convent

monastery

monk (nun)

paradise (Eden)

hell

## TEXT FOR CLOSE READING

### The Thorn Birds

by Colleen McClullough

A Vatican car met Dane at the airport, *whisked* him through sunny *faded* streets full of handsome, smiling people; he *glued* his nose to the window and drank it all in, unbearably excited at seeing for himself the things he had seen only in pictures – the Roman columns, the rococo palaces, the Renaissance glory of Saint Peter's.

And waiting for him *clad* this time in scarlet from head to foot, was Ralph Raoul, Cardinal de Bricassart. The hand was *outstretched*, its rings *glowing*; Dane *sank on both knees* to kiss it.

"Stand up, Dane, let me look at you."

He stood, smiling at the tall man who was almost exactly his own height; they could look each other in the eye. To Dane the Cardinal had *an immense aura of spiritual power*, which made him think of *a pope* rather than *a saint*, yet those intensely sad eyes were not the eyes of a pope. How much he must have suffered to appear so, but how nobly he must have risen above his suffering to become this most perfect of *priests*.

And Cardinal Ralph gazed at the son he did not know was his son, loving him, he thought, because he was dear Meggie's boy. Just so would he have wanted to see a son of his own body; as tall, as strikingly good-looking, as *graceful*. In all his life he had never seen a man move so well. But far more satisfying than any physical beauty was the simple beauty of his soul. He had the strength of the angels, and something of their unearthliness. Had he been so himself, at eighteen? He tried to remember, *span* the *crowded* events of three-fifths of a lifetime; no, he had never been so. Was it because this one came truly of his own choice? For he himself had not, though he *had* had the *vocation*, of that much he still was sure.

"Sit down, Dane. Did you do as I asked, start to learn Italian?"

"At this stage I speak it fluently but without idiom, and I read it very well. Probably the fact that it's my fourth language makes it easier. I seem to have a talent for languages. A couple of weeks here and I ought *to pick up* the vernacular."

"Yes you will, I too, have a talent for languages."

"Well, they're handy," said Dane lamely. The *awesome* scarlet figure was a little *daunting*; it was suddenly hard to remember the man on the chestnut gelding at Drogheda.

"Cardinal Ralph leaned forward watching him.

"I pass the responsibility for him to you, Ralph," Meggie's letter had said. "I *charge* you *with* his well-being, his happiness. What I stole, I give back. It is demanded of me. Only promise me two things, and I'll rest in the knowledge you've acted in his best interests. First, promise me you'll make sure before you accept him that this is what he truly, absolutely wants. Secondly, that if this is what he wants. If he should lose heart for it, I want him back. For he belonged to me first. It is I who gives him to you."

"Dane, are you sure?" asked the Cardinal.

"Absolutely."

"Why?"

His eyes were curiously *aloof*, uncomfortably familiar, but familiar in a way which was of the past.

"Because of *the love I bear Our Lord*. I want to serve Him as His priest all of my days."

"Do you understand what His *service entails*, Dane?"

"Yes."

"That no other love must ever come between you and Him? That you are His exclusively, *forsaking* all others?"

"Yes."

"That His Will be done in all things, that in His service you must bury your personality, your individuality, your concept of yourself as uniquely important?"

"Yes."

"That if necessary you must face death, imprisonment, *starvation* in His Name? That you must own nothing, value nothing which might tend to lessen your love for Him?"

"Yes."

"Are you strong, Dane?"

"I am a man, *Your Eminence*. I am first a man. It will be hard, I know. But I pray that with His help I shall find the strength."

"Must it be this, Dane? Will nothing less than this content you?"

"Nothing."

"And if later on you should change your mind, what would you do?"

"Why, I should ask to leave," said Dane, surprised. "If I changed my mind it would be because I had genuinely mistaken my vocation, for no other reason. Therefore I should ask to leave. I wouldn't be loving Him any less, but I'd know this isn't the way. He means me to serve Him."

"But once your final *vows are taken* and you are ordained, you realize there can be no going back, no dispensation, absolutely no release?"

"I understand that," said Dane patiently. "But if there is a decision to be made, I will have come to it before then."

Cardinal Ralph leaned back in his chair, sighed. Had he ever been that sure? Had he ever been that strong? "Why to me, Dane? Why did you want to come to Rome? Why not have remained in Australia?"

"Mum suggested Rome, but it had been in my mind as a dream for a long time. I never thought there was enough money."

"Your mother is very wise. Didn't she tell you?"

"Tell me what, Your Eminence?"

"That you have an income of five thousand pounds already in the bank in your own name?"

Dane stiffened. "No. She never told me."

"Very wise. But it's there, and Rome is yours if you want. Do you want Rome?"

"Yes."

"Why do you want *me*, Dane?"

"Because you're my conception of the perfect priest, Your Eminence."

Cardinal Ralph's face twisted. "No, Dane, you can't look up to me as that. I'm far from a perfect priest. I *have broken all my vows*, do you understand? I had to learn what you already seem to know in the most painful way a priest can, through the breaking of my vows. For I refused to admit that I was first *a mortal man*, and only after that a priest."

"Your Eminence, it doesn't matter," said Dane softly. "What you say doesn't make you any less my conception of the perfect priest. I think you don't understand what I mean, that's all. I don't mean an inhuman automation, above *the weaknesses of the flesh*. I mean that you've suffered, and grown. Do I sound *presumptuous*? I don't intend to, truly. If I've offended you, I beg your pardon. It's just that it's so hard to express my thoughts! What I mean is that becoming a perfect priest must take years, terrible pain, and all the time keeping before you an ideal, and Our Lord."

The telephone rang; Cardinal Ralph picked it up in a slightly unsteady hand, spoke in Italian.

"Yes, thank you, we'll come at once." He got to his feet. "It's time for afternoon tea, and we're to have it with an old, old friend of mine. Next to *the Holy Father* he's probably the most important priest in the Church. I told him you were coming, and he expressed a wish to meet you."

"Thank you Your Eminence."

## DISCUSSION

- 1) Why was Dane unbearably excited?
- 2) Do you think that Dane fully realized what his service to God would entail?
- 3) What did Ralph mean when he said that he had broken all the possible vows?

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following:  
whisked him through sunny faded streets; clad in scarlet from head to foot; unearthliness; to speak fluently but without idiom; to pick up the vernacular; to forsake all others; to be ordained; you're my conception of the perfect priest; to sound presumptuous.
- 2. Give English equivalents for the following:  
дворцы в стиле Рококо; сверкающие перстни; они могли смотреть в глаза друг другу; многочисленные события; по собственному выбору; призвание; возлагаю ответственность за него на тебя; потеряет интерес; искренне ошибался; остаться в Австралии.
- 3. Explain the meaning of the words marked and translate the sentences into Russian:
  - 1) He was not ashamed of his life *crowded* with adventures and even crimes.
  - 2) She tried to bring back the *faded* memories of the past.
  - 3) They realised that writing the book *entailed* a lot of work.
  - 4) The girl was *glowing* with health and it was obvious that she would cope with the army service.



- 5) The boy *glued* himself to the book and it was impossible to make him do the homework.
- 6) He dropped me at the corner of the street and promised *to pick up* at the same place after work.
- 7) His interests *spanned* many subjects.
- 8) He always stood in *awe* of his father.
- 9) The soldiers *charged* their guns and prepared to fire.
- 10) His *presumption* that I would share a flat with him easily put me out.

- 4. Arrange the following words and expressions in pairs of synonyms and bring out the difference between them:

faded, to glow, to pick up, starvation, to glue, to take, to forsake, distant, clad, to glisten, to release, aloof, to fasten, indistinct, to set free, uncovered, hunger, to desert.

- 5. Arrange the following words in pairs of antonyms:

dauntless, mortal, graceful, handy, eminent, fearful, humiliated, awkward, immortal, infamous, presumptuous, useless.

- 6. Paraphrase the marked sections of the following sentences using your active vocabulary:

- 1) I'm sure the children will *quickly learn* the new language.
- 2) The speech was *pleasantly expressed* and impressed the Queen greatly.
- 3) He kept himself *at a distance* from the others.
- 4) She preferred not to cut the flowers in the garden because they soon *lost their freshness* in the vases.
- 5) If this disease spreads in the country, the doctors fear that *many people will die*.
- 6) This actor is nicer *in real life* than in his photographs.
- 7) The house and the land may *go only to* the eldest son.
- 8) His book *covered* most of the Victorian period.

- 9) The little village looked *deserted*.
- 10) She was sure that she had *a special ability* for teaching pupils.

► 7. Translate into English with a special care for the marked words and phrases:

- 1) Она просто *голодает*, стремясь похудеть для новой роли.
- 2) Он получил *смертельную* рану в самом начале боя.
- 3) Хотя шторы *выгорели*, рисунок на них был четким.
- 4) Соседка *оставила* мне своих детей на две недели и пообещала присмотреть за моими детьми, когда я уеду в отпуск.
- 5) Эти чеки тебе могут *пригодиться* в поездке.
- 6) *Выдающиеся* доктора были привлечены к лечению принцессы.
- 7) Много лет назад они *дали клятву* всегда помогать друг другу и ни разу ее *не нарушили*.
- 8) Та любовь, которую я *испытываю* к Богу, ни с чем не сравнима.
- 9) Она всегда верила в *бессмертие* души.
- 10) Его поведение было *порочающим* для всей семьи.



8. Watch the third part of the film *THE THORN BIRDS* and answer the following questions:

- 1) What made Ralph strive for the position of a Cardinal?
- 2) Why did Ralph confess to Cardinal Vittorio Scarbansa about Meggie?
- 3) What made Ralph come to Drogheda?
- 4) Why did Meggie decide to send her son to Rome?
- 5) Was Dane really happy in Rome?
- 6) Why didn't Meggie go to Rome to see Dane ordained?
- 7) What impression did the ceremony produce on you?

- 8) Do you think that Dane died because his father had broken his vows? Was it God's punishment for Ralph and Meggie?
- 9) Do you blame Meggie for not having revealed the truth earlier?
- 10) Why did the author make Justine really happy? Did she deserve happiness?

► 9. Make sure you know English equivalents for:

- 1) боготворить;
- 2) высокомерие;
- 3) гордыня;
- 4) вера;
- 5) следовать воле божьей;
- 6) получить божью милость;
- 7) искупление (греха);
- 8) причастие;
- 9) рай;
- 10) святой дух.

► 10. Translate into English using your active vocabulary:

1. Согласно христианской религии высокомерие и гордыня являются очень серьезными грехами.
2. В христианстве вера в Бога занимает центральную мировоззренческую позицию.
3. Как истинно верующий человек он мечтал получить божью милость.
4. Причастие является одним из самых главных и значимых обрядов в христианстве.
5. При сотворении мира Бог поместил человека в рай, но грехопадение человека изменило его отношения с Богом.

## TEXTS FOR FREE TRANSLATION

### Объединение возможно

Одним из самых трагических расколов в истории православия явилось отпадение от единства Вселенской Церкви в IX-XI веках западной ее части во главе с Римской кафедрой. Сохранив существенные черты неразделенной Церкви, Римско-католическая церковь приобрела со времени отпадения особенности в догматах, обрядах, канонах и устройстве церковного управления. Главным камнем преткновения оказалось учение об абсолютной единоличной власти Папы Римского над Церковью. По мнению римо-католиков, Церковь не может ни противоречить Папе, ни судить «заместителя» Христа на земле. Логическим продолжением этого учения стало принятие на I Ватиканском соборе догмата об учительной непогрешимости Папы.

Второе вероучительное положение, отделяющее католицизм от православия, – это учение об исхождении Святого Духа от Отца и Сына («филиокве»). Это догматическое искажение вносит существенные коррективы в учение о Святой Троице и противоречит незыблемости Символа веры. Кроме того, это учение восходит к ереси Македония, осужденной II Вселенским собором. Тем не менее, именно это расхождение в учении Востока и Запада стало формальным поводом для анафемы Православной церкви, провозглашенной римскими легатами в Константинополе в 1054 г.

Любопытно, что к концу XX века Ватикан перестал придавать принципиальное значение «филиокве», и были отмечены случаи, когда сам Папа Римский во время мессы в произнесении Символа веры опускал формулу «от Сына». Другие расхождения наметились только после формального отпадения римо-католиков от православия. Они связаны с

учениями католиков о спасении, о чистилище, сокровищнице заслуг и индульгенциях, о непорочном зачатии Девы Марии и др.

Из всех христианских конфессий католики для нас самые близкие. Поэтому если Римско-католическая церковь откажется от вышеизложенных вероучительных догматов, то никаких препятствий для нашего объединения не останется.

(записала Юлия Тутина,  
*АРГУМЕНТЫ И ФАКТЫ*, № 6, 2007 г.)

### **Иногда прощение – это грех**

Во всех ли случаях мы имеем право быть милосердными?

*Денис Прејджер*

Тела трех девочек-подростков, застреленных в Западной Падьюке, штат Кентукки, в декабре 1997 года, еще не успели остыть, когда кто-то уже вывесил плакат с надписью: «Мы прощаем тебя, Майк!» Эти слова были обращены к 14-летнему Майклу Карнилу, убийце.

Такое незамедлительное и бездумное прощение неудивительно. За последние десятилетия многие стали приверженцами христианской идеи о том, что следует прощать любого, кто творит зло, невзирая ни на тяжесть совершенного преступления ни на отсутствие у злодея чувства раскаяния в содеянном.

Число примеров тому почти столь же велико, как и число отвратительных преступлений. Так, в августе 1997 года на острове Мартас-Виньярд во время церковной службы, на которой присутствовал находившийся в то время в отпуске Президент США Билл Клинтон, проповедник провозгласил долгом всех христиан простить Тимоти Маквея, террориста из Оклахома-Сити, лишившего жизни 168 американцев. «Способен ли каждый из вас, глядя на фотографию Тимоти Маквея, искренне простить его? – вопрошал преподобный

Джон Миллер. — Я уже простил его и призываю вас сделать то же».

Я исповедую иудаизм, но считаю, что живительные идеи христианства необходимы стране, если она собирается повернуть вспять процесс своей моральной деградации. И меня шокирует и пугает удобная доктрина автоматического всепрощения.

Эта доктрина проповедует аморальный постулат о том, что, сколько бы горя вы ни причинили людям, миллионы ваших сограждан простят вас. Она нарушает основные христианские принципы милосердия. Ибо даже по Божьим заповедям прощение может быть даровано только раскаявшемуся грешнику и лишь теми, против кого он согрешил.

«Если же согрешит против тебя брат твой, выговори ему, и если покается, прости ему, — гласит святое благовествование от Луки. — И если семь раз в день согрешит против тебя и семь раз в день обратится, и скажет: «каюсь», — прости ему».

Сегодня мы часто слышим такие слова: «Христиане обязаны прощать, так же как Иисус простил распявших Его». Действительно, Иисус взывал к Господу о прощении распявших Его. Но Иисус никогда не просил Господа простить тех, кто распял тысячи других невинных. Должно быть, он признавал, что никто не имеет морального права прощать зло, причиненное другим.

Ни вы, ни я не имеем права, религиозного и морального, прощать Тимоти Маквея или Майкла Карнила, это право есть лишь у тех, против кого они согрешили. К чему каяться, если мы все равно получим прощение, что бы ни натворили? Более того, если мы будем прощать всех подряд за все совершаемое ими зло, то, значит, не нужны ни милосердие Господне, ни сам Господь. Тем самым мы пытаемся заменить собой Бога.

Я работаю на радио. Однажды в своей передаче я привел эти аргументы, и мои слушатели, звонившие в студию, стали выдвигать новые доводы в оправдание всепрощения:

«Школьники простили Карнила не за убийство тех трех девочек. Они простили его за боль, которую он причинил им». Подобное эгоцентрическое мышление, маскируемое под религиозный идеал, служит примером неразберихи в понятиях религиозной нравственности.

Иные выдвигают еще более надуманные аргументы в пользу доктрины всепрощения: такой подход, утверждают они, способствует сохранению психологического спокойствия и помогает закрыть болезненную тему. Это можно назвать терапией, маскирующейся под теорию: «Я тебя прощаю – так мне будет спокойнее».

До того ужасного случая в Западной Падьюке я все еще верил, что христианство в конечном итоге приведет нас к моральному возрождению. Я и сейчас хочу в это верить, но после того дня, когда «милосердные» ученики при поддержке школьной администрации вывесили свой плакат, мои надежды уже не столь оптимистичны.

*(РИДЕРЗ ДАЙДЖЕСТ, март-апрель 1999)*

## Unit XI. THE ARMY AND SOCIETY

- 1. Read the text paying special attention to the italicised words and phrases, be ready for the discussion.

### MILITARY SERVICE

#### Saluting Those Who Serve

*by David Gergen*

It's time for national leaders to defend the honor of *the armed services*.

It's about time *the secretary of defence* and *the commander in chief* stood up and stoutly defended the 1.4 million men and women in *military uniform* who *serve this country with honor*.

In recent months, their reputations and their morale have suffered from a barrage of stories portraying them as the gang that can't *keep* their clothes on or *their rules straight*. Their leaders have partly brought it on themselves by mindlessly setting up a hot line – thankfully, it's no closing – for anonymous character assassins *to spread dirt about superiors*. They only made it worse by *publicly drumming* 1<sup>st</sup> Lt. Kelly Flinn *out of the service* and then allowing *decorated combat veteran* Gen. Joseph Ralston's nomination as chairman of *the Joint Chiefs of Staff* to turn into a public relations disaster.

There's no doubt that the military has its problems. Its difficulties in integrating the sexes and *regulating behavior off base* are now obvious. As Sen. Ted Stevens of Alaska is learning from recent inquiries, it still *needs more discipline* over its spending. Some generals *have gone soft and political*. And eight years after *the collapse of the Berlin Wall*, its roles and missions remain confusing.



But *the piling on* we see in the press and among politicians has gone far enough. When will the president and the secretary shout out the rest of the story? When will they remind the public that the U.S. armed services today are the finest, most sophisticated, *best-trained fighting force* in the world and perhaps in all of world history?

Secure and at peace. Our military has one central responsibility, and it performs that superbly: *to protect the security of the nation*. In the bloodiest century ever, this country *hasn't engaged in a major war* for over 20 years and appears safe as far as the eye can see.

Far from a frolic in bed, life in the Army these days can be lonely and tough. Since the end of the cold war, the Army *has cut its forces by a third* while the White House has tripled the number of its *overseas missions*. As a result, the average soldier now spends 180 days a year *deployed away from home*, more than double the number of a decade ago. Late last month, the Army announced that American soldiers are serving in 100 countries, the largest number in its history.

From higher-profile missions in Haiti and the Middle East to lesser-known ones in countries like Belize and Macedonia, these *overseas efforts have been carried out with distinction* – and not much public notice. In the 19 months since *deploying to Bosnia*, U.S. forces haven't had a single untoward incident with a civilian there, and not one American soldier has been *killed in combat*. Whatever else they have accomplished for the long term, our troops have helped give people there a year and a half *without slaughter and mass rapes*.

Those who say that soldiers must also learn to behave themselves are absolutely right. Throughout the services, the military should crack down hard on cases of sexual harassment and *abuses of power*. Everyone must be an officer *and* a gentleman.

But we should not expect our fighting forces to be *warriors on the field* and saints off it. Rules of common sense should prevail. Just as the military should *apply the same rules to men and women*, and

to officers and enlisted personnel, it should call off witch hunts looking into behavior of 15 or 20 years ago. The issue shouldn't be whether a military person has sex off base but whether he or she *abuses a position of authority and causes disorder in the ranks*. This question must be posed: If "don't ask, don't tell" is the right standard for the sex lives of homosexual soldiers, shouldn't we consider something similar for the sex lives of heterosexual ones?

In the meantime, we should remember that thousands of fine men and women are out there at this very moment, *sentries standing watch around the world*. They don't do it for the money; most could earn significantly more in the private sector. They do it because they find pride and satisfaction in *preserving freedom*. It's time their commanders rallied the troops and told them during this period of stress that the nation salutes their honor and service.

(U.S. NEWS & WORLD REPORT, June 23, 1997)

► 2. Questions and discussion points:

- 1) What problems (according to the author) does the U.S. army have?
- 2) Do you agree with the author of the article that the U.S. armed services today are the finest, most sophisticated, best-trained fighting force in the world?
- 3) What can you tell about the overseas efforts of the U.S. armed forces?
- 4) What breaches of military discipline does David Gergen mention?
- 5) What is, in his opinion, the main mission of American soldiers?



3. Watch the TED-talk of Sebastian Junger "*Why veterans miss war.*"

► 4. Give English equivalents for the following:

- 1) неудобный вопрос;

- 2) любой здравомыслящий человек;
- 3) не захочет иметь ничего общего с чем-либо;
- 4) миролюбивые люди;
- 5) в бою;
- 5) рота;
- 6) размещение;
- 7) был обстрелян с самолета;
- 8) слегка измененное сознание;
- 9) смертность;
- 10) пулеметный огонь.

- 5. Explain the meaning of the following expressions and translate them into Russian:

- 1) to find smth. compelling about war;
- 2) to be confronted with very intense combat;
- 3) a small outpost;
- 4) a few plywood B-huts;
- 5) stunned with boredom and heat;
- 6) the experience is very bizarre;
- 7) weird tunnel vision;
- 8) to go to great lengths to do smth.;
- 9) It's wired into us.
- 10) to go AWOL.

- 6. Answer the following questions:

- 1) What have you learnt about the speaker – Sebastian Junger?
- 2) What was so special about combat at Restrepo?
- 3) What did the speaker say about fear?
- 4) What is the difference between brotherhood and friendship?

- Be ready to interpret for the speaker.

- 7. Read the text and be ready to discuss it in class.

### **Soldiers Speaking Truth to Power**

Any soldier will tell you it's easier *to fire a rifle* than to shoot off your mouth. But 13 years after he was exposed to depleted uranium during the Gulf War, Bay Area vet and author (*SUPPORT THE TRUTH*) Dennis Kyne learned that free speech can still cost you.

On August 31, Kyne was in New York for the Republican National Convention when he stood on the steps of the New York Public Library and shouted: "The government is taking away our rights. They lied to you; they lied to me." Kyne was promptly busted and charged with "riot in the second degree" and six other crimes. Each charge carried a potential one-year sentence. The arrest warrant claimed that Kyne spoke out in a "boisterous" and "tumultuous" manner that "caused a crowd to gather...and people to express alarm." He also was charged with resisting arrest because, as one officer stated, his "mouth, heart, and eyes" were moving. On December 19, in the first jury trial resulting from hundreds of arrests during that week of protest, Kyne was acquitted of all charges. Ironically, a videotape of the bust showed that the arresting officers had, in fact, lied – about Kyne's demeanor and their own use of physical force against *the former Army drill instructor*.

Increasingly, the doubts and anger of soldiers are being heard – through the Internet, organizations like Military Families Against the War, and books like Michael Moore's *LETTERS FROM THE TROOPS*. One of the best sites is Operation Truth ([www.optruth.org](http://www.optruth.org)), which profiles individual soldiers, raises money and morale for the troops and features stunning first-hand reports, photos and even videos from soldiers serving on the ground in Afghanistan and Iraq. OpTruth gives active members of the Armed Forces the opportunity "to reveal the truth about the war" and provides civilians with tools to support the troops while

challenging US war-makers. In January, OpTruth's homepage featured two demands: an investigation of the Humvee armor scandal and the removal of Defense Secretary Donald Rumsfeld. When it comes to defending personal truths over institutional lies, this website's motto is *Semper Fi.* – *Gar Smith*

► 8. Answer the following questions:

- 1) Why was Dennis Kyne arrested?
- 2) Why do many soldiers want to tell the truth about the wars they took part in even at the risk of their life and freedom?
- 3) What is your personal attitude to soldiers' stories? Do you always believe them?



9. Watch the TED-talk of Keith Lowe *“Why we need to stop obsessing over World War II?”*

► 10. Give English equivalents for the following:

- 1) последствия;
- 2) почтить память;
- 3) день высадки союзных войск;
- 4) побережье Нормандии;
- 5) врожденное недоверие;
- 6) пережить бомбежку;
- 7) совершенно новый памятник;
- 8) прилив гордости;
- 9) меня осенило;
- 10) победить зло;
- 11) современная проблема;
- 12) вызывать эмоциональный отклик.

- 11. Explain the meaning of the following expressions and sentences, translate them into Russian:

- 1) I've chosen a pretty crowded field to study.
- 2) We are just a little bit obsessed by the Second World War.
- 3) She is largely retired from public life.
- 4) I'm not sure if I've exactly put my finger on precisely what that thing is.
- 5) a way of fostering national pride;
- 6) that difficult grey area in between;
- 7) it's not exactly a shy and retiring piece of architecture;
- 8) And there is a dark side to all of these stories and myths that can be really damaging.
- 9) These sorts of comparisons don't do anything to foster rational debate.
- 10) people have been suffering a real austerity;
- 11) they're invoking a myth;
- 12) to resurrect the Second World War.

- 12. Answer the following questions:

- 1) What can you tell about Keith Lowe and his profession?
- 2) What examples does the speaker provide to prove that people in the West and some other parts of the world are obsessed by the Second World War?
- 3) How can you account for his not mentioning Russia?
- 4) What surprised him so much at the 70th anniversary of the D-Day landings?
- 5) What does Keith Lowe find really disturbing?
- 6) Why do people in Great Britain, in his opinion, still call the Second World War "Our Finest Hour"?
- 7) How does the speaker describe the memorial to the men of Bomber Command and his feelings about it?
- 8) What tendencies in the modern world (references in the press, for example) infuriate the speaker as a historian?

- 9) What questions should people ask themselves when they hear politicians, journalists or diplomats mention the Second World War?
- 10) What does Keith Lowe mean by saying that history is “a messy business”?

- 13. Be ready to interpret for the speaker.
- 14. Read the text and discuss it in class.

### **The Soldier for Whom the War Never Ended**

80 years after the guns on the Western Front fell silent, *THE MAIL ON SUNDAY* tells the heartrending story of the 100-year- old veteran still suffering from shell shock...And publishes a unique Roll of Honour of the last survivors of the First World war.

*by Patrick Collins*

David Ireland sits by the window, staring out across the hills of Fife.

His eyes are misted by cataracts and he scarcely registers the pearls of dew upon the hospital lawns or the sunlight glittering through the ragged trees of autumn. But there is a smile on his lips, and he seems content.

As you take his hand, he greets you with a question. “Why me?” he says.

‘It was a long time ago. I was just a soldier. Couldn’t you find someone higher, someone more important?’

His humility is affecting. You start to tell him that they have all gone; generals, majors, brigadiers, captains. The men who fought the Great War are all in their graves. Today, there is nobody more important. In truth, there never was.

He listens for a while but quickly retreats into his private world. He is a hundred years old and for almost 75 of those years he has been confined to the Stratheden Hospital, close by the town

of Cupar, Fife, a last victim of the shell shock that traumatized the lives of so many survivors of the First World War.

*In his lucid moments* David Ireland will tell you that he has had no real life, just an institutionalized existence. But he survived the war to end all war, just as he has survived each succeeding trial and agony. And today, as the nation's memory drifts back across eight decades, we would do well to honour the man who survived, along with the millions who fell. ...

He was born in Cupar in 1898, the third of seven children and the only boy old enough to serve in the Great War. He *enlisted* at Kirkcaldy in March 1916, soon after his 18<sup>th</sup> birthday. He was not a robust man and he stood barely 5ft 4in, so they placed him in the 3<sup>rd</sup> Royal Highlanders, the Black watch.

The bulk of the regiment was sent to Ireland in an attempt to quell the surge of nationalist support for the Easter Rising of 1916. The cyclists were sent to France.

This was a war which saw cavalry horses pitted against tanks, so the sight of cyclists pedaling frantically *to carry messages from trench to trench* was perfectly acceptable.

In fact, they *offered idle target practice* to German *snipers*.

Prompt Mr. Ireland for his memories, and he shrugs. 'I was shot,' he says. 'Shot from a plane. Through the shoulder. That's all.'

He was shot by the gunner of a biplane, one of history's first casualties of an attack from the air. He *wincing at the memory of* the pain and of the treatment which followed.

They brought him home, tended him lovingly, *pronounced him fit* and sent him back to France to face, in Wilfred Owen's terrifying phrase: 'The monstrous anger of the guns.'

You prompt him once more, and once more he winces. 'Shot,' he says. 'Shot again. Through the left knee.'

Briefly, he reaches forward in his hospital chair and touches the knee. A spasm of pain flickers across his pale, unlined face as he relives that April morning in 1917.



‘The Battle of Arras?’ I ask. ‘Aye, Arras,’ he says. ‘Arras.’...

He returned to Cupar, where he became a jobbing gardener. And slowly, insidiously, the trauma of his service on the Western Front began to take its toll and the condition known then as *shell shock* began to grip him.

A placid nature became suspicious and hostile. In his efforts to suppress the remembered horrors he *acquired a persecution complex* and insisted that family and neighbours were conspiring to do him harm.

He could find little sympathy, since mental illness was the occasion of shame rather than concern.

In 1924, after years of deep and solitary suffering, he was admitted to Stratheden Hospital. His papers said: ‘Delusory psychosis.’

David’s name was no longer mentioned within the family. He received no visitors, no letters, no consolation. ...

He had never driven a car, never flown in a plane, never taken a holiday. And he had never married.

Instead, his life was organized by the diligent, kindly staff of the Statheden.

It was not until 1985 that a relative made contact with David Ireland.

His brother’s son Eric, a civil engineer from Comrie in Crieff, learned of his fate while tracing the family history.

He contacted the hospital, and the doctors advised caution.

They allowed him to walk through the ward, posing as a visitor, so that he might see his uncle. Then his uncle allowed him to write, which he did for the next eight years; all without reply. Finally, in 1994, David fell ill and Eric decided to visit.

David recovered and Eric continued to visit every fortnight. At first, David referred to him as ‘that man.’ Then ‘my visitor.’ Finally, and most gladly, ‘my nephew.’

Eric has been astounded by his uncle’s awareness. ‘Perhaps twice a year he’ll say to me: ‘You realize this place is a lunatic

asylum?’ And I tell him that we don’t use those words now, that it’s a hospital where he’s been really well looked after.

‘But he still associates the name with something not very nice. Yet there’s no bitterness in him. He’s not that sort of man.’

Eric adds: ‘He’s curious about the outside world. He used to read the papers when his eyes were up to it, and he asks me about things he’s heard on the television.

‘He was very interested when I told him a while back about men wanting to travel around the world in balloons. Two or three visits later, he’d suddenly ask me if they’d made it yet.

‘I often wonder what he might have become if things had been different.’

But for Uncle David, things were determined more than 80 years ago, by the monstrous anger of the guns and the *pitiless assaults upon mind and body*.

For all but a sliver of his hundred years, he has paid the terrible price, and he has accepted it with a fortitude which would put grander men to shame.

For these many years, he has known a kind of peace. He shuffles around in his Zimmer frame, obeying his daily routine.

He sleeps beneath a small glass case which contains the 1914-18 War Medal, the Victory medal and a cap badge from the Highland Cyclist Battalion, set upon a ribbon of the Black Watch tartan.

On bright autumn mornings, he sits by his window and stares out across the gentle hills of Fife. And when his memory finds a few moments of clarity, he turns a courteous face to his visitor and searches for the words.

‘I went to France twice. Got shot. Came home and stayed home. That’s all. I’m nothing special.’

David Ireland is dauntingly humble.

And hopelessly wrong.

(MAIL ON SUNDAY, November 8, 1998)

► 14. Answer the following questions:

- 1) Did the story about David Ireland move you?
- 2) What do you think of the effects of a war upon soldiers? Is it possible to overcome them completely?
- 3) Don't you think that war veterans in this country are remembered only on Victory Day?
- 4) Do you know any war veterans personally?

### **A FINAL DISCUSSION ON THE ARMY AND SOCIETY**

1. Have you seen any documentaries about the Russian Army? What can you tell about the ways soldiers are trained?
2. Is it necessary to defend the honour of the Russian armed services today?
3. Do our soldiers need more discipline?
4. Give some examples of power abuses in the Russian army. Discuss the problem.
5. Why do some young men refuse to serve in the army?
6. Why do some girls want to serve in the army? What is your opinion of women-soldiers?
7. Have you got any friends or relatives who have served in the army? What did they tell you about their experience?
8. Would you like to serve in the army? Account for your answer.
9. What do you know about the life of our combat veterans? Give examples from the press.
10. Recall some films about serving in the army at war time and at peaceful time.
11. What is your favourite film about the Great Patriotic war? Account for your choice.

## USEFUL VOCABULARY

### *army structure*

#### *troops*

infantry  
air force  
navy  
division  
regiment  
company  
detachment  
squad

#### *weapons*

hand weapons  
pistol  
rifle  
gun  
canon  
machine-guns

#### *air force*

helicopter  
bombardment  
destroyer

### *military titles*

sergeant  
lieutenant  
captain  
major  
colonel  
general  
commander in chief

warriors on the field  
to cause disorder in the ranks  
to need more discipline  
weapons of mass destruction  
front-line warriors  
far-off fields of battle  
bullets swishing past  
flashes of the guns  
the firing quieted down  
a discharge of artillery  
to be under fire  
desperate defence

## Battle & drill ceremony

About turns! – Кругом! (у морпехов)  
About face – Кругом! (у пехоты)  
Advance! – Вперед!  
As you were – Отставить (stand down)

At my command! – Слушай мою команду!  
At the double! – Бегом!  
Attention! – Смирно!  
At ease – Вольно!

Battle stations! – По местам!  
Carry on! – Так держать! or Вольно!  
Charge! – В атаку!  
Close up! – Сомкнись! (Уменьшить дистанцию!)  
Dismiss! – Разойдись!  
Dismount! – Спешиться!  
Double march! – Бегом марш!  
Eyes left! – Равнение налево!  
Eyes right! – Равнение направо!  
Fall in! – Становись!  
Fall out! – Разойдись!  
Fire! – Огонь!  
Fire at will – Огонь по готовности!  
Fix bayonets! – Примкнуть штыки!  
Follow me! – За мной!  
For inspection, Port Arms! – Оружие к досмотру!  
Form single rank! – В одну шеренгу – становись!  
Form two ranks! – В две шеренги – становись!  
Form two deep! – В ряды – стройся!  
Forward! – Прямо! Вперед!  
From right to left! – Справа налево!  
Gas! – Газы!  
Ground arms! – Положить оружие!  
Guard-turn out! – Караул в ружье!  
Halt! – Стой!  
Jump! (airborne) – Пошел!  
Keep step! – Взять в ногу!  
Left dress! – Налево равняйся!  
Left turn! – Налево!  
Lights out! – Погасить свет, отбой!

Load! – Заряжай!  
Mark time! – На месте! На месте шагом марш!  
Mount! (vehicles) – По машинам!  
On guard! – К бою готовься!  
On my order! – По моей команде!  
Order arms! – К ноге!  
Out! (radio) – Конец передачи  
Pay attention! – Слушайте все!  
Port Arms! – Оружие на грудь!  
Present Arms! – На кра-ул!  
Quick march! – Шагом марш!  
Quicken step! – Чаше шаг!  
Reverse! – Задний ход  
Right dress! – Равняйсь!  
Right turn! – Направо!  
Reduce speed! – Уменьшить скорость!  
Sling Arms! – Оружие за спину!  
Stand down! – Отбой!  
Stand easy! – Оправиться!  
Start up! – Заводи!  
Step out!- Шире шаг!  
Step short! – Короче шаг!  
Step slower! – Реже ход!  
Take Aim! – Целься!  
Take cover! – В укрытие!  
Take Up Arms – В ружье!  
Target acquired! – На прицеле!  
Target identified! – Цель опознана!  
Target understood! – Цель понял!  
Target Not understood! – Цель не понял!  
Target destroyed! (Neutralized!) – Цель уничтожена  
(ликвидирована)

## TEXT FOR CLOSE READING

### Death of a Hero

by R. Aldington

*The novel "Death of a Hero" is one of the best and most significant anti-war books in world literature. It reflects the essence of Aldington's world outlook and is a passionate protest against war and the rotten order of things in the England of his time. In the preface the author wrote: "This book is really a threnody, a memorial in its ineffective way to a generation which hoped much, strove honestly and suffered deeply."*

Like a good many recruits, when first in the line he was inclined to be foolhardy rather than timorous. When a shell exploded near the trench, he popped his head up to have a look at it; and listened to the machine-gun bullets swishing past with great interest. The older hands reproved him: 'Don't be so muckin' anxious to look at whiz-bangs. You'll get a damn sight too many pretty soon. And don't keep 327 realize' yer 'ead over the top. *We* don'y care a muck if ole Fritz gets yer, but if he sees yer he might put his artillery on *us*.'

Winterbourne rather *haughtily* decided they were timorous, an impression confirmed by the manner they instantly *ducked and crouched* when a shell came whistling towards them. So many shells exploded harmlessly that he wondered at their inefficiency. Late one afternoon the Germans began firing on Hinton Alley – little salvoes of four whiz-bangs at a time. The men went on with their work, but a little *apprehensively*. Winterbourne clambered partly up the side of the trench and watched the shells bursting – crump, Crump, Crump, Crump. The splinters hummed harmoniously through the air. Suddenly he heard a loud whiz, and zip-phut, a large piece of metal *hurtled* just past his head and half-buried itself in the hard chalk of the trench. More surprised than scared, he jumped down and levered the metal up with his pick. It was a brass nose-cap, still warm from the heat of the explosion. He held it in his hand, gazing with curiosity at the German lettering. The other men jeered and scolded him in a friendly way.

He felt they exaggerated – his nerves were still so much fresher than theirs.

That night, just after he had got down into kip, the night silence was abruptly broken by a *discharge of artillery*. Gun after gun, whose existence he had never suspected, opened out all round, and in half a minute fifty or sixty *were in action*. From the line came the long *rattle* of a dozen or more *machine-guns*, with the funny little pops of distant *hand-grenades*. He got up and went to the door. Ruins interrupted a direct view, but he saw *the flashes of the guns*, a sort of glow over a short part of the Front line, and Verey lights and *rockets flying up continually*. A Corporal came unconcernedly into the billet.

‘What is it?’ asked Winterbourne; ‘an attack?’

‘Attack be jiggered. *Identification raid*, I reckon.’

The German artillery had now opened up, and a shell dropped in the village street. Winterbourne *retired* to his *earth floor*. In about three-quarters of an hour *the firing quieted down*; only one German battery of five-nines kept dropping shells in and about the village. Winterbourne began to reflect that *shell-fire* in gross might be more deadly than the few odd *retail discharges* he had hitherto experienced.

Next morning, the Corporal’s diagnosis proved correct. As they went up Hinton Alley soon after dawn, they met a British Tommy *escorting* six lugubrious personages *in field grey*, whose faces were almost concealed in large white *bandages* swathed all round their heads.

‘Who are they?’ he asked.

‘Fritzes. Prisoners.’

‘I wonder why they are all wounded in the head?’

‘Koshed on the napper with trench clubs. I reckon they’ve got narsty’eadaches, pore old barstards.’

About a week after that, they had a day off, and were warned to parade at five p.m. to begin another nightshift. (Each platoon in turn did a week’s day-shift and three weeks’ night-work). The *Sergeant* turned to Winterbourne:



‘And you’re to report at the Officers’ Mess fifteen minutes before p’rade.’

Winterbourne duly reported, wondering uneasily what *breach of military discipline* he had committed. He was met on the doorstep by Evans, who was just coming out, all muffled up.

‘Ah, there you are, Winterbourne. *Major* Thorpe says you may act as a *runner*, so hereafter you’ll parade here fifteen minutes earlier than the rest each night.’

‘Very good, sir.’(...)

Evans was a good runner, had played at stand-off half for his school and won his colours at cricket. He could play fives, squash rackets, golf, tennis, water-polo, bridge, and vigt-et-un, which he called ‘pontoon’. He disapproved of baccarat, roulette, and *petits chevaux*, but always went in for the Derby sweepstake. He could ride a horse, drive a motor-car, and regretted that he had been rejected by *the Flying Corps*.

He had no doubts whatever about the War. What England did must be right, and England *had declared war on* Germany. Therefore, Germany must be wrong. Evans propounded this somewhat primitive argument to Winterbourne *with a condescending air*, as if he were imparting some *irrefutable* piece of knowledge to a *regrettably ignorant inferior*. Of course, after ten minutes’ conversation with Evans, Winterbourne saw the kind of man he was, and realized that he must continue to dissimulate with him as with every one else in the Army. However, he could not resist the temptation *to bewilder* him a little sometimes. It was quite impossible to do anything more. And yet Winterbourne could not help liking the man. He was exasperatingly stupid, but he was honest, he was kindly, he was conscientious, he could *obey orders* and *command obedience* in others, he took pains to look after his men. He could be *implicitly* relied upon to lead a hopeless attack and *to maintain a desperate defence to the very end*. There were thousands and tens of thousands like him.

Winterbourne noticed that when they were in the line at night, Evans made a point of walking over the top, instead of in

the trenches, even when it was plainly far more inconvenient and slower to do so, on account of the wire and shell-holes and other obstacles. At the time, he paid little attention to this, thinking either that it was expected of an officer, or that Evans did it to encourage the men. Evans rather deliberately exposed himself, and always maintained complete calm. If the two men were exposed to shells or machine-gun fire, Evans walked more slowly, spoke more deliberately, seemed intentionally to linger. It was not until months afterwards that Winterbourne suddenly realized from his own experience that Evans had been reassuring, not his men, but himself that he *did not mind being under fire*.

Any man who spent six months in the line (which almost inevitably meant taking part in a big battle) and then *claimed* that he had never felt fear, never received any shock to his nerves, never had his heart thumping and his throat dry with apprehension, was either superhuman, subnormal, or a liar. The newest troops were nearly always the least affected. They were not braver, they were merely fresher. There were very few – were there any? – who could resist week after week, month after month of the physical and mental strain. It is absurd to talk about men being brave or cowards. There were greater or less degrees of sensibility, more or less self-control. The longer the strain on the finer sensibility, the greater the self-control needed. But this continual neurosis steadily became worse and required a greater effort of repression.

Winterbourne at this time was in the state when danger – and that was slight in these first weeks – was almost entirely a matter of curiosity, rather stimulating than otherwise. Evans, on the other hand, had been in two big battles, had spent eleven months in the line, and had reached the stage when conscious self-control was needed. When a shell exploded near them, both men appeared equally unmoved. Winterbourne was really so, because he was fresh, and had no months of war neurosis to control. Evans only appeared so, because he was awkwardly and with shame struggling to control a completely subconscious reflex action of

terror. He thought it was his ‘fault’, that he was ‘getting windy’, and was desperately ashamed in consequence. And that, of course, made him worse.

## **DISCUSSION**

- 1) What were Winterbourne’s first impressions of the war as a recruit?
- 2) What was the difference between an attack and an identification raid?
- 3) What can you tell about the way Winterbourne and Evans treated the war? Account for your answer.
- 4) Why did Evans make a point of walking over the top, instead of in the trenches?
- 5) What do you think of the strain the soldiers and officers were under?
- 6) Speak on the history of the First World War. Under what circumstances was it unleashed?
- 7) R. Aldington’s novel “Death of a Hero” is considered to be one of the best anti-war books in world literature. Does the extract you’ve read reflect Aldington’s protest against war? Prove your opinion by quoting the text.
- 8) What do you know of the so-called “lost generation”? Were there any other “lost generations” in the history of mankind?

## **VOCABULARY EXERCISES**

- 1. Give Russian equivalents for the following:
- to be foolhardy; popped his head up; haughtily decided; ducked and crouched; wondered at their inefficiency; haughtily decided; a large piece of metal hurtled just past his head; retail discharges; identification raid; with a condescending air.

- 2. Give English equivalents for the following:

как многие новобранцы; рядом с траншеей; огонь затих; нарушил военную дисциплину; авиация; объявила войну Германии; устоять перед соблазном; требовать повиновения; демонстрировал полное спокойствие.

- 3. Explain the meaning of the words marked and translate the sentences into Russian:

- 1) Her *apprehension* for the safety of her children was natural but he had nothing to calm her down.
- 2) Helen said that she was rather *bewildered* than disappointed.
- 3) New *recruits* to our club are always welcome.
- 4) He *retired* at the age of 60 and devoted his life to his grandchildren.
- 5) George was too poor *to maintain* his family.
- 6) Their *claims* for her property were unjustified.
- 7) He considered her behaviour to be *a breach* of their agreement.
- 8) After the *identification parade* the police understood that the arrested man was not the criminal.
- 9) The chief was not afraid of making his *inferiors* work harder.
- 10) The general *condescended* to eat with the soldiers.

- 4. Arrange the following words in pairs of synonyms and bring out the difference between them:

timorous, kip, rattle, to bewilder, to support, nervous, noise, bed, to confuse, to maintain.

- 5. Arrange the following words in pairs of antonyms:

to obey, defence, irrefutable, explicitly, superior, questionable, to defy, attack, inferior, implicitly.

- 6. Paraphrase the marked sections of the following sentences using your active vocabulary:

- 1) There was only one *state-supported* school in their town.
- 2) The difficult question did not *mislead* the pupil.
- 3) The woman *recognized the man* who had stolen her bag.
- 4) The man who entered the room was *followed* by two policemen.
- 5) His manner *suggested* that he disagreed with us but did not want to start a row.
- 6) The soldier always *did what he was ordered* but his eyes were defiant.
- 7) They *felt sorry for* having sold the farm.
- 8) The Duke appeared *too proud and showing that other guests were not important*.
- 9) A piece of rock *rushed with great speed* down the cliff.
- 10) A sudden *bursting out* of laughter confused him.

- 7. Translate into English with a special care for the marked words and phrases:

- 1) Отряд получил приказ *держать оборону до конца*, но снарядов было мало, и командир знал, что выполнить задание будет трудно.
- 2) Хотя Гарри не любил майора, который относился к нему *снисходительно*, он не мог не признать, что тот был хорошим профессионалом.
- 3) Когда миссис Браун *гремела* кастрюлями на кухне, все знали, что она не в духе и старались там не появляться.
- 4) Хотя соседи *предъявляли им требования* на этот участок, Мэнсфилды знали, что он принадлежит им по наследству.
- 5) Зная, что *новобранцы* еще не готовы принять бой, командир принял решение отступить.
- 6) *Вопреки здравому смыслу* генерал приказал начать атаку.

- 7) Солдаты не смогли *устоять перед соблазном* и отправились в ближайшую деревню в поисках продуктов.
- 8) После обеда дамы *удалились* на веранду, а мужчины остались в гостиной.
- 9) Так как пулемет больше *не стрелял*, солдаты бросились к дому.
- 10) Женщины восхищались *бесстрашными* солдатами и благодарили их за спасение.

- 8. Read one more extract from the novel “Death of a Hero” by R. Aldington. How is the theme of war developed in this text?

The passage describes the impression produced upon young George Winterbourne and his future wife Elizabeth (also an artist) by the beauty of Hampton Court Gardens on a fair and fresh spring morning.

They had crossed the road outside Bushey Park and entered the palace gates. Between the wall which backs the Long Border, the Tudor side of the palace, and another long high wall, is the Wilderness, or old English garden, composed on the grandiose scale advocated by Bacon. It is both a garden and a “wilderness,” in the sense that it is planted with innumerable bulbs (which are thinned and renewed from time to time), but otherwise allowed to run wild. George and Elizabeth stopped with that sudden ecstasy of delight felt by the sensitive young – a few of them – at the sight of loveliness. Great secular trees, better protected than those in the outer Park, held up vast fans of glittering green-and-gold foliage which trembled in the light wind and formed moving patterns on the tender blue sky. The lilacs had just unfolded their pale hearts, showing the slim stalk of closed buds which would break open later in foam of white and blue blossoms. Underfoot was the stouter green of wild plants, spread out like an evening sky of verdure for the thick-clustered constellations of flowers. There shone the soft, slim yellow trumpet of the wild daffodil; the

daffodil which has a pointed ruff of white petals to display its gold head; and the more opulent double daffodil which, compared with the other two, is like an ostentatious merchant between Florizel and Perdita. There were the many-headed jonquils, creamy and thick-scented; the starry narcissus, so alert on its long, slender, stiff stem, so sharp-eyed, so unlike a languid youth gazing into a pool; the hyacinth-blue frail squilla almost lost in the lush herbs; and the hyacinth, blue and white and red, with its firm, thick-set stem and innumerable bells curling back their open points. Among them stood tulips – the red, like thin blown bubbles of dark wine; the yellow, more cup-like, more sensually open to the soft furry entry of the eager bees; the large parti-coloured gold and red, noble and sombre like the royal banner of Spain.

English spring flowers! What an answer to our ridiculous “cosmic woe,” how salutary, what a soft reproach to bitterness and avarice and despair, what balm to hurt minds! The lovely bulb-flowers, loveliest of the year, so unpretentious, so cordial, so unconscious, so free from the striving after originality of the gardener's tamed pets! The spring flowers of the English woods, so surprising under those bleak skies, and the flowers the English love so much and tend so skilfully in the cleanly wantonness of their gardens, as surprisingly beautiful as the poets of that bleak race! When the inevitable “*fuīt Ilium*” resounds mournfully over London among the appalling crash of huge bombs and the foul reek of deadly gases while the planes roar overhead, will the conqueror think regretfully and tenderly of the flowers and the poets?...

\* Francis Bacon – English writer and philosopher, who wrote an essay on gardens

\*\* Florizel and Perdita – young lovers from Shakespear's “*Winter Tales*”

\*\*\* *fuīt Ilium* – Были мы троянцами, был Илион (Троя). Латинская крылатая фраза, впервые встречающаяся в поэме

Вергилия «Энеида». Употребляется при упоминании о чём-то безвозвратно ушедшем

► 9. Analyse the translation made by Nora Gal.

Они миновали Буши-парк, пересекли дорогу и вошли в дворцовые ворота. Между оградой, примыкавшей к Большой Аллее, тюдоровским дворцом и другой высокой стеной раскинулись «заросли», иначе говоря, старый сад, разбитый по величественному плану Бэкона. Это одновременно и сад и дикие заросли, то есть он засажен руками человека, и порою растения прореживаются или заменяют другими, но все здесь растет вольно, как бог на душу положит. Джордж и Элизабет остановились, охваченные внезапным восторгом, какой овладевает при виде красоты лишь теми – их немного, – кто молод и способен тонко чувствовать. Могучие вековые деревья, которым здесь жилось вольнее и спокойнее, чем их собратьям во внешнем парке, вздымали вверх огромные веера сверкающей золотисто-зеленой листвы – она трепетала под легким ветерком, поминутно менялись ее узоры на фоне ласкового голубого неба. Только что развернулись бледные сердцевидные листья сирени, на тонких стеблях качались гроздья нераскрывшихся бутонов, – скоро они вскипят белой и нежно-лиловой пеной цветенья. Под ногами расстилалась густая зелень некошенных трав, подобно зеленеющему вечернему небу, на котором вспыхивают частые созвездия цветов. Вон блеснул мягко изогнутый желтый рожок дикого нарцисса; вот еще нарцисс, из белоснежного рюша заостренных лепестков выступает его золотая головка; и пышный махровый нарцисс между ними – совсем напыщенный купец между Флоризелем и Пердитой. Пьяняще пахнут жонкилы, всюду кивают их кремовые головки, по несколько на одном стебле; звездный нарцисс на высоком, гибком и крепком стебельке всегда настороже, всегда зорко смотрит вокруг и ничуть не похож на томного юношу,



заглядевшегося на свое отражение в воде; хрупкие пепельно-голубоватые соцветия морского лука теряются в буйных зарослях трав; и всюду виднеются голубые, белые, красные гиацинты – гроздья бесчисленных кудрявых колокольчиков на плотном стебле. А среди них возвышаются тюльпаны – алые, точно пузырьки темного вина; желтые, похожие скорее на чашу, чувственно раскрывающиеся навстречу нетерпеливым мохнатым пчелам; крупные, алые с золотом – гордые и мрачные, точно стяг испанских королей.

Цветы английской весны! Какой ответ нашей смехотворной «мировой скорби», какое спасенье, какой кроткий укор озлоблению, и алчности, и отчаянью, какой целительный бальзам для раненых душ! Какая прелесть эти гиацинты и нарциссы, лучшие цветы в году, – такие скромные, задушевные, бесхитростные, они нимало не стремятся подражать ручным любимцам садовника с их искусственной оригинальностью! Весенние цветы английских лесов, такие неожиданные под нашим хмурым небом, и цветы, которые так нежно любит и так заботливо холит каждый англичанин в своем опрятном пышно разросшемся саду, – столь же неожиданно прекрасные, как поэзия нашего хмурого народа! Когда неизбежное *fruit IIium* погребально зазвучит над Лондоном среди убийственного грохота огромных бомб, в зловонии смертоносных газов, под рев аэропланов над головой, вспомнит ли завоеватель с сожалением и нежностью о цветах и поэтах?...



10. Watch the TED-talk of Erika Gregory “*The world doesn’t need more nuclear weapons.*”

► 11. Give English equivalents for the following:

- 1) ядерное оружие;
- 2) сравнивать город с землей;
- 3) при соответствующих обстоятельствах;
- 4) утренний кофе;
- 5) необитаемый (непригодный для жизни);
- 6) сменить тему;
- 7) убежище от радиоактивных осадков;
- 8) сокращать запасы ядерного оружия;
- 9) компьютерный червь (системный вирус);
- 10) договор о нераспространении ядерного оружия;
- 11) оставшиеся без работы ядерщики;
- 12) боеголовки;
- 13) смелый (дерзкий);
- 14) полеты на Луну;
- 15) сдерживать агрессию.

► 12. Explain the meaning of the following expressions and translate them into Russian:

- 1) these weapons are on high alert;
- 2) a bummer of an issue;
- 3) to duck and cover under your desk at school;
- 4) the threat of nuclear holocaust;
- 5) fiercest Cold War rival;
- 6) to secure loose nuclear materials;
- 7) becoming a multi-planetary species;
- 8) mutually assured prosperity;
- 9) a critical hurdle to international disarmament;
- 10) far-flung nuclear sites;
- 11) nuclear annihilation;
- 12) we've broken the stranglehold.

13. Answer the following questions:

- 1) How many nations possess nuclear weapons at present?
- 2) Do you think that a limited nuclear war would not be quite ruinous for the Earth?
- 3) Why does the speaker call Jasmine and her friends Generation Possible?
- 4) What does the speaker mean by saying that nuclear weapons are vulnerable?
- 5) What do you know about the Treaty on the Non-Proliferation of Nuclear Weapons?
- 6) What project was launched by Russia and the United States in 1991?
- 7) Why is the year of 2045 going to be memorable?
- 8) What was the 20th-century nuclear doctrine?
- 9) When does the speaker want the nuclear weapons chapter be ended?
- 10) What promise should be made in her opinion?

► 14. Be ready to interpret for the speaker.

► 15. Translate into English using your active vocabulary:

1. Оружия массового уничтожения, как химического, так и биологического, в Ираке обнаружено не было.
2. Потери в результате боевых действий составили 300 человек.
3. В программе боевых действий указывается необходимость увеличения боеприпасов, и особенно ракет.
4. После заключения перемирия заложники были освобождены.
5. В правой руке он держал широкий меч, в левой – щит из замка на холме.

6. Российская армия всегда оставалась одним из наиболее важных столпов государства.
7. Вскоре мы оказались рядом со рвом, где нас встретили грубые окрики часовых.
8. Танки должны были помочь пехоте преодолеть колючую проволоку и минные поля.
9. Он шел через окопы, на каждом шагу встречая раненых.

- 16. Read the text about the Syrian conflict.

### ***The nature and reasons***

The Syrian civil War is a multi-sided, multi-level armed conflict on the territory of Syria, which began in the spring of 2011 as a local civil confrontation and gradually developed into an uprising against the regime of Bashar al-Assad, which over time involved not only the main states of the region, but also international organizations, military and political groups and world powers.

### ***The participants in the conflict***

Syrian Arab Armed Forces, Terrorists, The Syrian opposition, Free Syrian Army, Kurdish regionalists

### ***The reasons of the conflict***

Anti-government protests that began in March 2011 in the wake of the “Arab Spring” led to mass riots in various cities of Syria, and in the summer of the same year turned into a full-scale armed conflict. The main demands of the opposition included the resignation of President Bashar al-Assad, the abolition of the state of emergency that had been in force since 1962, and the implementation of democratic reforms in the country.

Initially, the fighting was conducted between the government army and the formations of the “Free Syrian Army” (FSA). The

Syrian National Council (SNC) became the main organization of the Syrian opposition.

However, later in the ranks of the opposition there was a split – the first of its members were Kurdish organizations that formed their own authorities on the territory of Syrian Kurdistan (the Supreme Kurdish Council), and in 2013 the most radical Islamist groups formed the “Islamic Front.”

Various Islamist groups began to play a leading role in the confrontation with government forces, among which the most combat-ready were the terrorist organizations al- Nusra Front (the Syrian branch of Al-Qaeda) and the Islaal-Nusra Front mic State (IS). Al-Qaeda Al- Nusra Front

The rapid advance of ISIS (the Islamic State of Iraq and Syria”) and the terrorist seizure of large areas of Syria and Iraq in the summer of 2014 became an occasion to start military intervention. In September 2015, by arrangement with President Bashar al-Assad a military operation in Syria began with support of Air and Space forces of the Russian Federation, acting in close coordination with government forces.

In October 2015, with the support of the international coalition in Syria, led by the United States, the Syrian Democratic Forces military alliance was formed to fight the “Islamic State,” the core of which was the Kurdish self-defence units.

The main event of 2016 was the success of government forces and their allies in the battle for Aleppo.

2017 brought radical changes in the situation in Syria. The main result of the year was the defeat of the Islamic State group, which in 2015 controlled vast territories in Syria, as well as in Iraq. The defeat of the IG allowed Russia to announce at the end of 2017 the curtailment of the operation of the Russian aerospace forces.

In early 2018, the Turkish Armed Forces, together with detachments of the so-called Syrian National Army trained on Turkish territory, conducted a military operation “Olive Branch,”

as a result of which the city of Afrin and the surrounding area came under their control by mid-March.

In October 2019, as a result of another invasion of the Turkish army in northern Syria, by agreement with the Autonomous Administration of North-Eastern Syria, Syrian government troops were introduced into the territories controlled by the Kurds, which reached the Syrian-Turkish border.

Kurdish self-defence units were withdrawn beyond the 30-kilometer zone from the border. Security in this area is maintained by the Russian military police, who patrol the area together with the Turkish army.

As of March 31, 2020, the Syrian armed forces controlled 63.57% of the country's territory, the SDF-25.57 %, rebel groups (including HTS) & Turkey – 9.72 %; IG-1.14 %.

<https://slide-share.ru/he-syrian-conflict-553650>



16. Watch the video “*Syria’s War. Who is fighting and why.*”



17. Watch the video “*Syria – The World’s Largest Refugee Crisis.*”

- ▶ 18. Read the text about Syrian refugees paying special attention to the italicised words and expressions.

### **We need a stronger response to the refugee crisis**

*by Yvette Cooper*

Calling for support for *refugees* has got harder. People across Britain want to help but, as winter draws in, *the problems feel endless and the answers hard*. A long shadow has been cast by the terrible Paris attacks. In France, Marine Le Pen and the

Front National *are on the rise*. David Cameron has warned that anxiety over the *refugee crisis* could drive people towards Brexit.

So it would be easy to conclude that the refugee crisis is just too difficult and that Britain should *stay on the sidelines* instead. But we can't. The crisis isn't going away and the *Guardian* and *Observer* are right to make this the subject of their Christmas appeal. *For the sake of* our common humanity, our *social cohesion* and security, we need a stronger response.

For a start, more people are suffering as winter starts to bite. Tens of thousands of people in Greece and the Balkans are sleeping in the cold *without proper shelter or sanitation*. Closer to home, people are living in *draughty tents* in the rain and mud of northern France. Medics I met in Calais this week say *scabies* and *bronchitis* are rife. I talked to 12-year-old Afghan boys alone with no parents or family, desperately *vulnerable to* trafficking gangs. *Aid workers* say Dunkirk is now worse – 2,000 Iraqi Kurds, half of them women and children, left by *smugglers* in an *empty waste ground*.

Unless this crisis is properly managed, *the escalating chaos* is going to become ever more dangerous too. Gangs make a fortune *trading in lives*. Women and children are forced into the sex trade. Teenage boys are offered cheap passage if they will carry drugs or weapons. Terrorists can *exploit the chaos* too, travelling the same routes as the refugees who *flee their violence*. Our own safety and security depend on Europe getting a better grip.

Nor should fear of the far right, or concern for social cohesion, stop us from acting. Because it is the sense of disorder and chaos that Le Pen and others exploit. At the same time *Islamic State extremists* want nothing more than to poison Europe's hearts against refugees, *to create the social tensions* that make it easier for them *to recruit*. If we want to stop social cohesion being *undermined*, we need to show that governments can manage this crisis – restoring order and *showing compassion* at the same time.

So what more does that mean Britain should be pressing for now? First, we need a major new co-ordinated *humanitarian relief programme* for Europe's main *crisis points* – led by the UNHCR. In places such as Lesbos, Idomeni, Calais or Dunkirk, small groups of volunteers do their best, but the biggest problem is *lack of leadership* to co-ordinate the relief.

Second, we need a proper system of assessments to see who needs support and who should be returned home. It still isn't happening on Lesbos. And if the French won't do it in Calais, we should insist the UNHCR are brought in instead.

Third, we need stronger controls and security assessments to prevent criminals and extremists exploiting the crisis. Schengen should be ditched and *border checks* within Europe restored.

Finally, we need more action to prevent people starting dangerous journeys. That includes support for refugees in the region, and work to end *the Syrian conflict*. But it also means developing safe and managed alternatives to the current chaos. For example Britain should *give sanctuary* to some of the abandoned child refugees just as we helped with the Kindertransport. And we should help more refugee families who have been torn apart. The single mother I met in Calais who *fled Syria* with two small children after her husband was killed is desperate to reach her closest remaining relatives, her father and brother, who live in London. We should prevent families like hers travelling to Calais with a proper legal system they can apply to instead.

None of this is easy. But ignoring the problem or hoping other countries will solve it will only make it worse. This is *the biggest humanitarian challenge* Europe has faced since the second world war. We have no choice but to act.

<https://www.theguardian.com/commentisfree/2015/dec/13/yvette-cooper-we-need-a-stronger-response>



► 19. Translate into English using your active vocabulary:

1. Многие беженцы живут в Европе в специальных лагерях, в холодных палатках. Нарастающий хаос раздражает многих жителей европейских городов.
2. Беженцы из Сирии вызывают социальное напряжение и недовольство. Не все жители Европы выражают сострадание, желание помочь.
3. Программы гуманитарной помощи должны быть согласованы. Волонтеры готовы сделать многое ради мирного урегулирования конфликта.
4. Многие европейцы настаивают на том, чтобы все, сбежавшие из Сирии, проверялись на границе.
5. Дети, оставшиеся без родителей, особенно уязвимы. Они могут быть вовлечены в наркотрафик.
6. Крупные гуманитарные проблемы могут быть решены только с помощью объединения усилий всех государств.
7. США настаивают на отстранении Асада от должности, но только регулярная сирийская армия сможет победить ИГИЛ.
8. После жарких споров резолюция была одобрена. ООН хочет добиться прекращения огня.
9. Россия поддерживает законное правительство Сирии и бомбит банды террористов. Мы считаем, что сирийский народ должен сам выбрать своего лидера.



20. Watch the film *SAVING PRIVATE RYAN* and answer the following questions:

- 1) What do you think of the opening sequences of the film?
- 2) When and where does the action of the film take place?
- 3) What can you tell about the soldiers' behaviour during the battle?

- 4) How does the mission entrusted to John Miller characterize the commandment of the U.S. Army?
- 5) What traits in the Captain's character did the soldiers appreciate most of all? Why were they so interested to know what he did before the war?
- 6) How did the soldiers try to cope with the psychological strain?
- 7) What was the positive effect of the war in one of the soldiers' opinion?
- 8) Speak on the last battle. What helped the soldiers to fulfill their mission?
- 9) Describe the scene before the battle. What did Captain Miller say about their main objective?
- 10) Compare the film to Russian films about World War II. Did you find any striking differences?

► 21. Make sure you know English equivalents for the following:

- 1) высадка десанта;
- 2) плацдарм;
- 3) батальон;
- 4) рота;
- 5) прекратить огонь;
- 6) безвременная кончина;
- 7) спасательный отряд;
- 8) чтить память павших;
- 9) классный снайпер;
- 10) были убиты в бою;
- 11) медальоны;
- 12) заряжать (перезаряжать);
- 13) пулемет;
- 14) бомбы-липучки;
- 15) зажигательная бутылка;
- 16) рукопашный бой.

## TEXTS FOR FREE TRANSLATION

### Встреча на войне

Что важнее: вырвать человека из лап смерти или поддержать в нем желание бороться за жизнь? Спасатель не выбирает, он просто делает свое дело.

*Татьяна Тимошенкова*

Черные глазницы выбитых окон таили немую угрозу, снайпер мог скрываться на любой крыше. Промозглое февральское утро 2000 года в Грозном было под стать тревожному настрою 38-летнего командира отряда Центроспас МЧС России Андрея Легошина. Пока уазик петлял по улицам разрушенной чеченской столицы, Легошин смотрел на мелькавшие за окном машины развалины и думал о том, что город, так и не восстановленный после прошлой войны, окончательно превратился в руины.

Уазик свернул на улицу Бабушкина, откуда пять лет назад Легошин и спасатели его отряда вывезли едва живую Атьяну Веригову. Сейчас Андрей приехал сюда, потому что ему не давала покоя мысль о судьбе этой девочки.

К вечеру 2 января 1995 года непрерывный гул артиллерийского обстрела, сотрясавшего Грозный с самого утра, наконец стих. Семья Вериговых, отец, мать и три их дочери, впервые за этот день вышли из подвала своего дома, расположенного неподалеку от консервного завода, решившись переночевать в своих постелях. Отец с 15-летней Атьяной и 11-летней Анжелой читали, а мать укладывала двухлетнюю Розу. Неожиданно зыбкую тишину прорезал вой летящих снарядов. Схватив на руки младшую дочь, мать оглянулась на Атьяну, которая поспешно натягивала шерстяные носки. И в эту секунду мать с ужасом увидела, как страшным взрывом выбило двери и окна, жуткий грохот заглушил крики и треск потолочных перекрытий, падавших прямо на Атьяну.

Прибежавшие соседи общими усилиями освободили Атьяну, но встать она не смогла. «Я не чувствую ног», –

прошептала оглушенная взрывом девочка. «Ничего-ничего, это ты просто ушиблась. Все обойдется», – торопливо сказала мать, стараясь успокоить дочь.

Вериговы вновь спустились в подвал. Всю ночь им не давала спать продолжавшаяся кононада. Атьяна жаловалась, что ей не хватает воздуха. И только когда наутро родители вынесли дочь наверх, они обнаружили кровавое пятно, расплывшееся на матрасе Атьяны, а на ее спине – страшную рану. В полевом госпитале, куда солдаты помогли доставить девочку, военные хирурги удалили ей из позвоночника осколок снаряда.

В зоне военных действий не было условий для продолжения лечения, и родители забрали Атьяну домой.

Андрей Легошин вместе с группой спасателей отряда Центроспас прибыл на базу МЧС в Толстой-Юрте, небольшом поселке в часе езды от Грозного, в первых числах января 1995 года. Легошину уже приходилось бывать в «горячих» точках: он координировал эвакуацию населения из блокадного Ткварчели в Абхазии в 1993 году, в том же году помогал распределять гуманитарную помощь в столице Боснии Сараево. Но, приехав в Грозный Легошин был потрясен.

На улицах, сплошь усыпанных осколками мин и снарядов, Легошин не увидел ни одного целого дерева. В домах с выщербленными от пуль стенами и следами пожаров не осталось окон. Это был мертвый город.

Опыт спасателя подсказывал Легошину, что человек с тяжелым ранением позвоночника не выживет без лекарств, медицинского ухода и просто нормальных условий для жизни. Он сразу решил, что девочку надо вывезти из города.

Раз за разом останавливаясь и спрашивая прохожих о раненной девочке, спасатели оказывались на улице Бабушкина. Кто-то указал на дом, где жила семья Вериговых.

Дом мало отличался от остальных. Штукатурка с его когда-то белых стен была отбита, в крыше зиял провал от

снаряда. На чудом устоявших воротах мелом было выведено: «Здесь живут мирные люди».

Дверь открыла темноволосая, невысокого роста женщина лет 40, мать девочки. Уставшая, с черными кругами под глазами, женщина окинула его взглядом и, увидев, что он без оружия, успокоилась. Легошин объяснил: «Мы спасатели МЧС. У вас ведь проблемы с дочкой. Мы можем вам помочь».

Мать и отец рассказали о ранении и об операции. «Вот уже месяц, как она дома, а ноги не ходят. Все лежит», – печально закончила мать.

Атьяну повезли на следующее утро. Единственная дорога через перевал, соединявшая город с Толстой-Юртом, откуда всех раненых вертолетом переправляли в госпиталь Моздока, давно превратилась в серо-бурое месиво. Колонны тяжелой армейской техники и зимняя слякоть сделали ее совершенно непроходимой для легких машин. Несколько раз танки и бронетранспортеры вытаскивали увязший по самый бампер микроавтобус. И пока машина с натужным ревом преодолевала валы грязи, спасатели несли Атьяну на руках. Дорога заняла больше шести часов.

Когда в Толстой-Юрте спасатели передавали Атьяну врачам, Андрей Легошин сказал ей на прощание: «Теперь все зависит от тебя».

Год спустя в Центроспас приехала съемочная группа программы «В городе N...». И совершенно неожиданно Андрей услышал от режиссера, что Атьяне Вериговой в Москве сделали еще две операции, и теперь она учится ходить в Московской детской психоневрологической больнице № 18. «Значит она жива, борется, молодец», – подумал Андрей.

Его первым желанием было навестить в больнице Атьяну, но он сомневался, стоит ли своим появлением бередить в ее душе тяжелые воспоминания о тех днях в Грозном.

Но в конце концов он решил, что она все-таки нуждается в его поддержке.

Несколько дней спустя дверь палаты, где лежала Атьяна Веригова, открылась, и на пороге появился Андрей Легошин. Атьяна сидела в инвалидном кресле и рисовала.

Атьяна начала рассказывать Андрею о том, как она занимается, как постепенно набирается сил, как надеется, что встанет с инвалидного кресла.

– Я часто вспоминаю, как вы выносили меня тогда из Грозного, буквально на руках. Я дала себе обещание, что я выживу и буду ходить, – сказала Атьяна.

Война снова вернулась в Чечню. Оказавшись в феврале 2000 года в Грозном, Легошин решил поехать к Вериговым.

Из домика вышел отец Атьяны. Он встретил Легошина как близкого человека.

– А где же ваши? – с тревогой спросил Легошин.

– Я вывез их в Пятигорск, к родственникам, – объяснил Веригов.

Мужчины немного поговорили. Когда Легошин собрался уезжать, отец Атьяны сказал ему на прощание:

– Спасибо тебе, Андрей. Если бы не ты, мы бы ее потеряли.

Атьяна Веригова учится в пятигорском государственном лингвистическом университете. Она студентка второго курса факультета английского языка, мечтает стать переводчицей, продолжает рисовать. Врачи не перестают удивляться ее мужеству и силе воли.

(РИДЕРЗ ДАЙДЖЕСТ, сентябрь-октябрь 2000 г.)

## Стоит ли женщинам рваться на передовую?

А что по этому поводу думают сами женщины

*Кэтрин Л. Аспи*

Ноги в ботинках стерлись до крови. Форма, вплоть до ремня, насквозь промокла от пота, спина и плечи онемели под тяжестью 18-килограммового рюкзака. Кульминационный момент курса боевой подготовки в Форт-Джексоне, штат Южная Каролина, – 20 километровый марш-бросок – близился к завершению.

Преисполненная решимости не сдаваться, я силой заставляла свои изнуренные мышцы работать. Но мало кто из женщин нашей роты бежал со мною рядом. Мужчины тем временем бежали ровно, не сбиваясь с ритма. Казалось, что для них это было одно удовольствие.

Этот марш-бросок подтвердил то, что не раз приходило мне в голову за предыдущие восемь недель: за редким исключением, женщины моего подразделения не могли физически конкурировать с мужчинами. Многим не под силу было поднять штангу, преодолеть препятствия или вскарабкаться по натянутому над страховочной сеткой канату. Забеги на 3500 метров показали, что женщины в среднем преодолевают дистанцию за 18 минут, а мужчины – за 14 минут. Очевидно, что для многих мужчин программа учений оказалась недостаточно сложной.

Среди моих сослуживиц, несомненно, были хорошие солдаты. Позже, уже на действительной службе на базе военной разведки, я видела, как женщины практически всех подразделений показывают себя на самых разных заданиях ничуть не хуже, а порою и лучше мужчин. Тем не менее громадная разница в физических возможностях, столь очевидно проявившаяся во время учебного курса, заставила меня задуматься над тем, к чему может привести служба женщин в боевых пехотных подразделениях.

Сегодня почти 200 тысяч женщин в вооруженных силах США (14 процентов от общего числа военнослужащих) слу-

жат на самых разных должностях, от пилотов-истребителей ВВС до офицеров военной полиции и капитанов боевых кораблей. Однако подразделения, ведущие бои в непосредственном контакте с противником, как в сухопутных войсках, так и в морской пехоте, для них закрыты.

Нужно ли допускать женщин и в эти подразделения? Многие полагают, что нужно. Бывший член палаты представителей от республиканцев Патриша Шредер из Денвера, штат Колорадо, заявила: «Законы, запрещающие женщинам нести службу в боевых родах войск, изжили себя и представляют собой не что иное, как формально узаконенную дискриминацию».

Если бы меня спросили, надо ли разрешить женщинам службу в боевых родах войск, когда я только поступила на армейскую службу, я ответила бы «возможно».

Сейчас я говорю «нет». Все, что я наблюдала за время своей службы в армии и позже, когда я занялась исследованием этого вопроса и говорила со многими людьми, военными и гражданскими, убедило меня, что это было ошибкой.

Служба в боевых родах войск — это не вопрос умственных способностей, патриотизма или верности долгу. Несомненно, женщины-военнослужащие наделены всеми этими качествами в избытке. Главное — это боеспособность подразделения. Здесь физическая сила может стать вопросом жизни и смерти. Именно поэтому нельзя игнорировать неравноценность физических возможностей мужчин и женщин.

***Неравная нагрузка.*** Долгое время сержант Келли Логан считала, что женщины должны иметь право служить в боевых подразделениях и «не важно, кто ты, мужчина или женщина, — стандарт для всех один, и мы все ему соответствуем». И вот в 1997 году подошла ее очередь служить в составе миротворческих сил в Боснии. «Моя точка зрения радикально изменилась, — говорит она. — Когда нам приходилось копать и укреплять бункеры, основная физическая работа выпадала на долю парней». Логан чувствовала, как назревает



недовольство, которое в результате подрывало боевой дух подразделения.

Она также заметила, что многие женщины были «настолько не подготовлены для несения солдатской службы в сложных условиях, что в критической ситуации могли подвергнуть свое подразделение серьезной опасности». Патрульная служба в Боснии требовала от солдат быть постоянно в боевой готовности и в полном боевом снаряжении, включая бронежилет и боекомплект. По словам Логан, «в экипировке многие женщины не могли передвигаться так же быстро, как мужчины, не говоря уже о том, чтобы вести боевые действия».

И хотя некоторые женщины соответствуют суровым требованиям боевых действий, Логан утверждает, что «они являются редким исключением».

В боевых частях каждый несет свой груз сам. Однако пилот вертолета «Апачи» рассказал мне, что их начальник экипажа, женщина, отказывалась носить свой комплект снаряжения весом 40 килограммов.

В армии нельзя никому делать скидки, – говорит участник операции «Буря в пустыне» Сэм Рискинд, который служил авиамехаником в 82-й воздушной дивизии. – Однако женщины, с которыми я вместе проходил подготовку, изначально освобождались от любых работ, связанных с поднятием тяжестей. – Шла ли речь о замене колес на грузовике, погрузочных работ или даже о том, чтобы пододвинуть кухонные котлы поближе к месту раздачи пищи, мужчины, по словам Рискинда, «всегда выполняли самую тяжелую работу. Очень скоро лагерь разделился на ‘мы’ и ‘они’».

В 1994 году существовавший в американской армии запрет на право женщин занимать несколько сотен «вспомогательных боевых» должностей был снят. Командование попыталось ввести систему тестов на выявление соответствия физических возможностей солдата определенной «военной профессиональной специализации», или ВПС.

Вскоре обнаружилось, что, если провести тестирование, большинство женщин будут признаны неспособными заниматься 65 процентов из более чем 200 существующих в армии ВПС. От тестов отказались.

**Фактор силы.** Чтобы нивелировать разницу в физических способностях мужчин и женщин, в армии усилили упор на «взаимовыручку». Никто не против взаимовыручки – в этом основной принцип службы. Однако в некоторых случаях это стало удобным предлогом для снижения требований. Так, например, для того, чтобы отнести раненого товарища, потребуются четверо солдат-женщин вместо двоих.

С точки зрения ведения боя это просто нелепо, – замечает Уильям Грегор, ветеран войны во Вьетнаме, доцент социологии из Военного колледжа передовых военных наук в Форт-Ливенуорте, штат Канзас. – Бой изматывает. Подразделение, в котором кто-либо, будь то мужчина или женщина, не может нести собственное снаряжение, становится более слабым подразделением.

Взаимозаменяемость любого из солдат в условиях боя – неизменный принцип эффективности армии как боевой силы. Он предполагает, что каждый солдат получил одинаковую подготовку и удовлетворяет одним и тем же основным требованиям.

Однако теперь это происходит не повсеместно. После того как в 1994 году была введена общая подготовка для мужчин и женщин, к ним стали предъявлять различные требования. Программа подготовки стала менее напряженной, чтобы скрыть различие в физических показателях между полами.

В конце концов слишком мягкие требования к общей подготовке стали объектом повсеместных насмешек общественности, что привело к их «ужесточению». Даже по этим, новым нормативам, вступившим в действие в феврале 1999 года, женщины могут набрать то же количество очков, что и мужчины, которых подвергают проверке по более жесткой

схеме. Например, в возрастной группе от 17 лет до 21 года, для того, чтобы набрать минимальные 50 очков, мужчина-новобранец должен отжаться 35 раз, а женщина всего 13.

Одно рекламное армейское издание защищает подобные «жесткие» нормативы под предлогом того, что они способствуют «равноправию полов» и «уравнивают условия игры».

Насчет «условий игры» не знаю. Только мне почему-то кажется, что в настоящем бою мы не сможем быть равными.

*(РИДЕРЗ ДАЙДЖЕСТ, январь-февраль 2000 г.)*

# SCIENCE DEVELOPMENT AND PEOPLE

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## Unit XII. NEW TECHNOLOGIES AND SOCIETY PROGRESS

- 1. Read the article from *THE USA TODAY* and say what changes will occur with mankind in the near future and the research in what branches of knowledge can bring about these changes. Use the words given in italics for discussing the ideas of the article with your group mates.

### Rise of the Machines

#### Gazing Into the Future of our Daily Lives

*by Christopher Knight*

In the future, it won't matter if we're all dressed up and have no place to go.

In two decades, people will entertain themselves by staying at home with their high-tech clothes. With a pair of chemically *enhanced* jeans or a souped-up sweater, we will eliminate body odor, promote weight loss or stop depression. And farther down the line, clothes will serve as phones or computers by using threads in the fabric to carry electrical signals and process commands.

We may not cure cancer in the near future or *eliminate nuclear weapons*, but before too long our lives will become cozier and much more *remote-controlled* as electronics allow our homes, cars, computers and even clothes *to take on* many more duties. As *THE WALL STREET JOURNAL EUROPE* celebrates its 20<sup>th</sup> anniversary, reporters from across Europe interviewed dozens of executives,

authors, professors, analysts and others to find out what life will be like at the end of the next 20 years. We asked what the living room or kitchen will look like, what *gadgets* people will carry, what clothes they will wear, how they will pay for things, how they will travel.

Some people *reluctantly made predictions*. After all, 20 years earlier, in the 1980s, so-called futurists predicted that robots would take over many of our tasks by the turn of the century, or that voice-recognition would control many of our computer functions.

"I have a large caveat. And that is: It's not possible to know what will happen," says John Naisbitt of Vienna, author of the popular 1982 book "*MEGATRENDS*," which discussed *shifts in society*, such as *the move from* an industrial society to an *information society*.

Those who made predictions for 2023 say hand-held gadgets will get smaller and more powerful. Kitchens will prepare parts of meals on their own without people interfering to mess up recipes.

Electronics cluttering the living room will nearly disappear into the walls. Radios and televisions will play only what we want to hear and see. Cars will start as we walk toward them. We won't use cash much more. And young couples will start saving money to genetically enhance their babies.

### **Electronics**

Around the home, *prognosticators* say, life will become a *hands-off affair*. An accountant returning from a hard day at work in 2023 might find his front door unlocked and his bath filling up with hot water. The house computer system clocked his weary face coming up the driveway, shut the security system and began running the bath.

Although the accountant may live in Eindhoven, the Netherlands, he stops to admire the sun setting behind the Eiffel Tower in Paris from his living-room window. The screen on the window is displaying live images from a video camera in Paris

piped in through a high-speed Internet connection. Upstairs, he glances in the bathroom mirror, which scans his face and suggests a suitable moisturizer.

This is how researchers at Philips Electronics NV, the Eindhoven-based maker of consumer electronics, see homes evolving over the next two decades. In 20 years, houses will be smart enough to anticipate our desires and needs before we press a button or utter a word, says Emile Aarts, Vice President of scientific programs at Philips. “The home will know who is in, where they are and possibly what they are doing,” he says.

By 2023, most of the *gizmos* that clutter living rooms and studies will have likely disappeared. Experts say computers will be small enough to integrate into clothing or the walls of a house. Screens will probably be embedded into pictures or windows.

By contrast, the kitchen may be packed with even more devices than it is today. To ensure that food is fresh and tailored to individual tastes, Mr. Aarts *envisages* kitchen appliances baking bread, making curries and assembling other meals to order.

Author and trend-forecaster Faith Popcorn says families of the future will spend more time at home in their “armored cocoon.” People will want a safe and secure filtered environment – security systems, filtered water, filtered air – anything that makes a consumer feel protected from the dangers of the outside world, she says. Home delivery will be the key, from food and medicine to education and news, she says.

### **Fashion**

The first two decades of the new millennium are expected to bring the most important changes to our wardrobe since Marlene Dietrich first wore men’s pants nearly a century before. Shoppers likely will become uneasy with the frivolity of high fashion. Instead, many will turn toward functional clothes that *offer benefits beyond stylishness*. Fabric manufacturers will fuel the trend.

“Clothes that change with size or temperature, or have health and safety benefits will exist by 2005,” says Bill Ghitis, the president of global apparel at DuPont Textiles & Interiors, at a fashion conference in Paris in December 2002.

By the end of 2010, the world’s fashion stores may start making most of their money with garments that are bullet proof, eliminate body odor, change color, prompt weight loss or provide aromatherapy or antidepressant effects. Nothing will require an iron, a product that may disappear from hardware stores early in the millennium.

Another reason for the change in tastes is the aging of Western nations. By 2010, American and European baby boomers will reach retirement age, and many may stop spending on Gucci stilettos and Prada purses. Designers will struggle to *reconcile their artistic visions* of pencil-thin models *with* the reality of their customers who are well past their prime. By 2015, consumer spending on services such as spas, travel, golf and adult education will overtake spending on fashion and luxury goods. Successful fashion designers will *cater to the shift in consumer interests* and to their advanced age.

“Youth obsession has been the mantra of the fashion industry when baby boomers were young, but now they are a lot older,” says Pam Danziger, the president of Unity Marketing, a consulting company in Pennsylvania. “It’s about getting in touch with the market.”

And finally, electronics will start being integrated into clothes. Walter de Brouwer, an entrepreneur in Brussels, who started a research organization called Starlab that operated in Belgium from 1996 to 2001, says threads someday will carry electronic signals.

## **Medicine**

Manipulating genes to design babies will be possible, but something only the very rich will be able to afford, *many scientists speculate*. In fact, gene technology probably will make

many things possible, from human clones to *science-fiction hybrid species*, such as human-size salmon. How much will actually happen will be determined by public debate, laws and international accord governing the *responsible use* of such technology. “The potential of gene technology is *beyond the comprehension* of most people today,” says Patrick Dixon, a *futurist* and fellow at the Centre for Management Development at London Business School.

Mr. de Brouwer, the Belgian entrepreneur, says that, besides saving money for college, many families will start *budgeting for* genetics when science offers the ability to create zero-defect babies. Parents will be able to create more beautiful, smarter children and genetically engineer out breast cancer, tuberculosis and other diseases.

“Millions will begin saving money to create a better life for their kids. Those who have money will have better kids with better genes,” Mr. De Brouwer says.

In 20 years, bionics will have made *the leap to mainstream medicine*. Doctors envision hooking up living tissue with a miniature computer that can stimulate, for instance, the part of the brain that controls vision, allowing blind people to see. Robots will perform many surgeries, often without ever cutting into a person’s body but with lasers that penetrate the skin.

By then, scientists also hope to have mastered *stem-cell technology* to create entirely new organs, *shifting away from donated organs*. They might be manufactured from a person’s own stem cells or, if scientists learn how to make them acceptable to human immune systems, from generic stem cells.

How we treat and fend off diseases also will change by 2023. Instead of diagnosing cancers by the part of the body in which they occur, doctors will be able to classify them by the enzymes or proteins *triggering the original cell malfunction*. They will then prescribe a cocktail of treatments that can shut down cancer cells without touching healthy tissue. “These are the kind



of tools we already see on the horizon,” says Paul Herrling, head of corporate research at Novartis AG.

Today, doctors can test people to see if they are likely to develop Huntington’s disease and, in some cases, breast cancer. In 20 years, scientists expect they will be able *to tell far in advance* whether a person will contract a whole array of deadly or debilitating diseases.

### **Automobiles**

Cars also will do a lot more *without people at the controls*. For example, on a cold Friday morning in January, in the placid suburbs west of Boston, an insurance saleswoman may walk down her driveway, exhaling clouds of vapor with each step. As she nears her car, the vehicle’s door automatically opens, electronically sensing a token in her pocket. When she slides into the front seat, the car is already warm. This time of the year, the vehicle is programmed so that each weekday morning at the same time it turns the heat on, defrosts the windows and downloads e-mail.

With the press of a button, the car reverses silently out of the drive. Its hydrogen fuel cells will generate power for the noiseless electric motor turning the wheels. Our saleswoman will *scroll through messages* on a display screen. A camera on the back of the car is watching the road. Another button switches the car into forward gear, and the driver takes hold of a yoke – the kind that used to be found only in airplanes.

While *cruising along*, she listens as the car’s computer-generated voice reads her e-mail messages.

### **Money**

Most people will use plastic cards or other methods to buy things in the 2020s. Cash will be a niche instrument in most developed countries. Most purchases of goods and services will be made using plastic cards whose chips communicate with consumers’ bank accounts when inserted in shops’ payment terminals. A *forerunner* of such payment-card technology is

already used by Hong Kong's subway system. And when we walk into some shops, we may not even have to go to the cash register to buy something. A sensor in the store will read a device *embedded* in our ring or watch and automatically *charge us* for the items we buy.

But the *increasingly intelligent gadgetry* that industries such as cars or telecommunications *will probably pioneer* are likely to spread more gradually into financial services. Banking, a conservative business that relies on confidence and trust, has never been the fastest industry to *embrace experimental technology*. By 2023, it is likely that the developments over-optimistically predicted by bankers in the late 1990s will finally have matured. Customers will do most of their banking electronically, and banks' branches will turn into consulting rooms.

The aging populations of most industrialized countries will store most of their money in pension funds, leaving banks short of funds for lending.

Personal investors will have much more power over their investments, including pensions, in 20 years. A preschool teacher may *log onto her computer* every morning while she drinks a glass of vitamin juice to check how *her investments performed* last night in the global markets. Although she lives in Stockholm, she checks to see how the Tokyo market traded against the U.S. and decides to change her pension investment in Asian stocks. Teachers, along with all workers in government pension plans, are now responsible for choosing their own investments for retirement.

### **Computers**

We will still use the keyboard for computers at work and home, but many more instructions will be controlled by *speech recognition*. We may still get *junk e-mail*, but common Internet problems such as *connection speed and access* will be worked out, and we will all *hook up to the Web wirelessly*.

Software has a long way to go. Despite decades of research by top technology players, it still isn't smart enough. Programs still do a poor job when it comes to making sense of the information. We can't ask a computer an open question or have it compile and summarize information from a series of texts and expect a reasonable response.

Some software experts predict that by 2023, many of the problems will be addressed. And they paint a picture of the future where computers are more proactive about *boiling down information to what is most relevant to users* and then alerting them via different media.

"I would love to have a TV that knows how to produce the program of my choice. Or a radio that on my way from home to the office tells me everything I need to know before starting work in the morning," says Shai Agassi, an executive board member at Germany's SAP AG.

Mr. Agassi *concedes* it will require "a lot of fundamental shifts in the systems' ability to understand, *discern and contextualize information*." And he acknowledges that so-called *push technology*, which massively fell short of its promises *to tackle these sorts of tasks*, shows that there is still much work to be done.

But he is convinced there will be significant progress over the next 20 years, as computer memory becomes less expensive, processing power increases, and the mathematical algorithms that software uses *to sort data* improve. Bruce Richardson, an analyst at AMR Research Inc. in Boston, says software programming as a discipline could more or less disappear within the next two decades. "For 25 years, we've talked about software that would be easy enough for me or you to make our applications," Mr. Richardson says. He predicts new tools will allow individual users to drag and drop software building blocks, replacing much of the software coding done by programmers writing in special computer languages today.

Mr. Naisbitt, the author, says he hopes we don't let *technological* or other *advancements* take over too much of our daily lives. He says technology is advancing faster than we are ready to accept it. The popularity of retro cars such as the Mini Cooper and the PT Cruiser is a sign that people want to go back to a simple time, he says.

"As technology changes our lives, some people *are yearning for an earlier time*, a more predictable time, a less complicated time," Mr. Naisbitt says.

Mr. Naisbitt, who doesn't carry a mobile telephone because he doesn't want to *conform to other people's agendas*, says people *should not let the future dehumanize them*.

"I hope we don't lose our individuality," he says. "I, myself, would never allow technology to run me."

*Neal Boudette, Sara Calian, Kevin Delaney, Vanessa Fuhrmans, David Pringle, Cecilie Rohwedder and Marcus Walker*

- 2. Questions and discussion points:
- 1) Summarise briefly all the spheres of people's daily life that will have advancement shifts in the near future. Try to guess the development of what fundamental sciences could cause such tremendous changes – physics, chemistry, mathematics and so on.
  - 2) What seems particularly surprising to you in the predictions? What spheres of daily life change your life dramatically?
  - 3) The article was published at the turn of the millennium. Which of the predictions have come true and which haven't?
  - 4) The journalist who wrote the article has found out colorful metaphorical images and expressions to describe the changes to occur in the near future. Paraphrase or explain them using the context of the article:

- “our life will become much more remote-controlled”;
  - “life will become a hands-off affair”;
  - “Families of the future will spend more time at home in their ‘armored cocoon’ ”;
  - “it’s about getting in touch with the market”;
  - “science offers the ability to create zero-defect babies”;
  - “it is likely that the developments over-optimistically predicted by bankers in the late 1990s will finally have matured”;
  - “as technology changes our lives, some people are yearning for an earlier time, a more predictable time, a less complicated time.”
- 5) How do you understand the phrase: “the move from an industrial society to an information society”?
- 6) Why is it important not to allow technology run us? How do you understand this idea?



3. Watch the TED-talk of Juan Enriquez “*What Will Humans Look Like in 100 Years?*”

► 4. Give Russian equivalents for the following:

- 1) prosthetics;
- 2) they cross the threshold;
- 3) to be radiation-resistant;
- 4) malevolent;
- 5) upstream eddies;
- 6) to dissipate energy;
- 7) solar flare;
- 8) to expose our bodies to radiation;
- 9) tummy tucks;
- 10) Deinococcus radiodurans;
- 11) timescale;

- 12) a blank slate;
- 13) ultimate selfie.

► 5. Give English equivalents for the following:

- 1) яйца всмятку;
- 2) кардиостимулятор;
- 3) перепрограммировать клетку;
- 4) покончить с наследственными заболеваниями;
- 5) передать следующим поколениям;
- 6) сверхновая звезда;
- 7) вымирать;
- 8) гормон роста;
- 9) за последние десять лет;
- 10) солнечная система;
- 11) иметь иммунитет к бактериям и вирусам;
- 12) аминокислота;
- 13) передвигаться в лабиринте.

► 6. Find out some information about the people, mentioned in the speech: Hugh Herr, Aimee Mullins, Ed Boyden, Yogi Berra, Craig Venter, Hamilton Smith, George Church, Lord Martin Rees, Nikolai Kardashev, Floyd Romesberg.

► 7. Answer the following questions:

- 1) Is it ethical to evolve the human body, in your opinion?
- 2) What is peculiar about Phonak hearing aids?
- 3) Why is it imperative to diversify our species?
- 4) Describe the four types of civilizations, mentioned in the speech.
- 5) Do you agree with the speaker's standpoint?

► 8. Be ready to interpret for the speaker.

- 9. Read the text and discuss it in class.

## **‘We print people’: The world of 3D portraiture**

*By Jonathan Webb Science reporter, BBC News*

*25 April 2015*

*By now we’re familiar with tales of 3D-printed marvels, from guns to duck prosthetics. But when I travelled to a physics conference in March, I wasn’t expecting to end up with a full colour printout of myself.*

However, at a small stall that popped up on Industry Day at the American Physical Society’s March meeting – that is precisely the service that was being offered.

I stepped on to a little rotating platform, tried to stand still for a few awkward minutes while a camera scanned me up and down, and then filled out a form.

A few weeks later, a box has arrived in the post. Somewhere inside it, my two-inch twin is waiting for me to overcome my trepidation and show him the light of day. But I’m in no hurry; it all seems a bit... odd.

The box sits on my desk for several days. Even though getting “printed” puts me in the illustrious company of Barack Obama and Richard III, I’m unsure about my decision.

What, I wonder, does someone do with a small selfie in statue form? Where does this business find its customers?

### **Brides and policemen**

It’s not strictly a selfie, of course, because I didn’t “take” it (or make it) myself. I was scanned on a turntable in San Antonio, Texas, and then a colourful 3D rendering of me was uploaded to the company’s headquarters in Emeryville, California, for manufacturing on their industrial-grade, colour 3D printers.

The company behind this set-up is Twindom. And its co-founder Richard Berwick tells me that over time, he found that the key to the market was not, in fact, 3D selfies.

“To be honest, that market is extraordinarily small. Because it’s just a tchotchke; it really doesn’t mean much to people.”

Instead, Mr Berwick says the business now targets families, parents and pet owners – people who want a keepsake of someone dear to them.

“It’s not usually the people in the frame that have the print. It’s always their friends and family, eventually,” he says.

Family groups and pets struggle to sit still on a turntable, though. So the company’s newer system is a big booth, studded with cameras, which takes an instant 3D snapshot.

“Now we have something that can capture a pet or a small child, moving around,” Mr Berwick says.

The turntable version I encountered at the conference in Texas is the original, and it still does a lot of business.

“I go to a lot of different shows. We’re going to South by Southwest next week,” Russ Ramirez told me as I waited for my scan at his stall.

So a lot of people do come to the portable kiosk for a selfie, it seems.

“I think it’s both,” Mr Ramirez said. “Some of them like it for themselves, and some of them – like the policemen – they give it to their kids.”

Policemen?

“We do a lot of policemen. Probably the number one customer is policemen. Next week, I’m going to a county sheriff’s office.”

The Texas outpost of Twindom where Mr Ramirez works seems to have stumbled on a very particular market.

“They’re in uniform, and they like it for the kids. It’s a keepsake for the family. Because you never know – policemen are in a very hazardous job. So this way, instead of a picture, you have a model of them.



“And also, they like to have their guns – their rifles and everything. So they get to have all that. As long it’s not loaded, I’m OK with it.”

In a similar vein, though presumably with fewer firearms, Mr Berwick tells me his California studio has seen a lot of elderly people and couples.

“On regular basis, we scan elderly folks, usually say 70 to 85 years old. The oldest I think we’ve scanned is 91.

“A lot of those folks are getting scanned because their kids have decided that if they don’t get a scan of them, they will never have a representation of that family member in 3D. They won’t be able to have every nook and cranny of that person to remember.”

There is also an expanding business in topping wedding cakes with little 3D-printed brides and grooms. “We do a lot of cake toppers. That’s a big thing.”

The company has even printed out at least six marriage proposals. “They hold a chalkboard that says ‘Will you marry me?’ and they get scanned with it, and they give it to the person,” Mr. Berwick says.

“In one case, the woman came back in and got scanned with a sign saying ‘yes.’ And they made those into their cake toppers. That was one of the best.”

- 10. Read the text paying special attention to the italicised words and phrases, be ready for the discussion.

### **Why Don’t the Scientists Admit They’re Human?**

*by W.F. Thompson*

Did you ever read a scientific paper that begins, “For no good reason at all I had a hunch that...” or “I was just fooling around one day when...”? No sir! Seldom does a trace of anything haphazard, anything *human*, appear in published reports of research experiments. The scientific paper will more likely begin:

*“In view of recent evidence concerning the Glockenspiel theory, it seemed advisable to conduct....”* And the report will go on to describe a *carefully thought-out experiment* that followed not only a logical but also a chronological order. *This* was done, *this* resulted, therefore *these* conclusions were suggested. Scientific tradition demands that scientific papers follow that *formal progression*: method first, results second, conclusion third. The rules permit no hint that, as often happens, the method was really made up as the scientist went along, or that accidental results determined the method, or that the scientist reached certain conclusions, or that he started doing a different experiment.

Much scientific writing not only misinterprets *the workings of science* but also *does a disservice* to scientists themselves. By writing reports that make *scientific investigations* sound as unvarying and predictable as a pavan, scientists *tend to promulgate* the curious notion that *science is infallible*. That many of them are unconscious of the effect they create does not alter the image in the popular mind. We hear time and again of the superiority of the “scientific method”. In fact, the word “unscientific” has almost become a synonym for “untrue”. Yet the final evaluation of any set of data is *an individual, subjective judgment*; and all human judgment is liable to error. Thoughtful scientists realize all this; but you wouldn’t gather so from reading most scientific literature. A *pompous, stilted style* too often seizes the pen of the experimenter the moment he starts putting words on paper.

Words direct our lives, after all. And if the words in which we read the scientist’s own unfolding story of his science are all cold and calculated, empty of *foible or failing*, above even mention of mistake, how are we to divine that in the vast majority of moments when he is not writing, the scientist is a genial, sensible, rather humble man? By what occult power are we to recognize that his “objective evaluations” in the scientific journals are actually not *magnificent infallibilities* but *fortunate*

*conclusions of persistently pursued hunches, exhaustibly explored intuitions, and unexpected observations?*

Editors of scientific publications *are not without their reasons* for the current style of scientific writing. Their journals aren't rich. Paper and printing are expensive. Therefore, *it is expedient* to condense articles as much as possible. *Under pressure of tradition, the condensation process* removes the human elements first. And few scientific writers rebel against the tradition. Even courageous men do not go out of their way to publicize their *deviations from accepted procedures*. Then, too, there is *an apparent objectivity and humility attached to the third person, passive voice writing technique* adopted in the preparation of most scientific papers. So, bit by bit, the true face of science becomes hidden behind what seems to the outsider to be a smug all-knowing mask. Is it any wonder that in the popular literature the scientist often appears as a hybrid superman-spoiled child?

No small contribution to modern culture could be the simple introduction, into the earliest stage of our public-school science courses, of a natural style of writing about laboratory experiments as they really happen. This is something that could be done immediately with the opening of classes this fall. It requires no preparation except a psychological acknowledgement of the obvious fact that the present form of reporting experiments is *a mental strait jacket* whose very appearance is calculated to repel the imaginative young minds science so sorely needs.

Dare the local teacher depart from the stereotype imposed by tradition? I think he should. It would be foolish to expect every scientist to become a composite of, say Pasteur and Hemingway. But the teacher could point out that a writing tradition that *removes a portion of humanity* is also liable to remove a portion of truth. He could encourage his students to report facts as they see them, including facts that convention might regard as "unscientific" and, therefore, out of place in a written report. The giants of science could serve as guides. Let me quote from the article in June, 1929, issue of the British *JOURNAL OF EXPERIMENTAL*

*PATHOLOGY* in which Sir Alexander Fleming, the English bacteriologist, announced the discovery of penicillin:

*While working with staphylococcus variants [types of bacteria] a number of culture plates were set aside on the laboratory bench and examined from time to time. In the examination, these plates were necessarily exposed to the air and they became contaminated with various microorganisms. It was noticed that around a large colony of the contaminated mold the staphylococcus colonies became transparent and were obviously undergoing lysis [dissolution]...*

This paragraph is far from a literary masterpiece, but it does illustrate a *straightforwardness*, which is infrequently present in scientific writing. Did Fleming report anything that happened according to plan? Not unless necessary exposure to air is counted as planning. The whole business was an accident, and Fleming said so.

Fleming did not discover penicillin because he was hunting for it. He made the discovery because he *was curious about* something he saw. He saw the germs on his plates being killed by an air-borne mold. What was the mold and how did it kill?

The penicillin episode is an instructive example of how wrong the popular conception of “scientific method” can be. Even after he isolated penicillin Fleming was unable to make more than a meager quantity of it that was useful. Ten years were to pass before the antibiotic was *mass-manufactured*, and then the job could not be done in the discoverer’s native England. Penicillin did not become a practical reality until Dr. Alfred Newton Richards, Chairman of the National Research Council’s Committee on Medical Research in this country, persuaded United States manufacturers *to go into speculative development of the drug*.

Our firm – Smith, Kline, and French – was one of the companies Richards approached. We were interested. We thought a mushroom outfit might be a good place to grow the mold. I was

sent to talk to the mushroom man. As I explained the process of growing mold and extracting penicillin, he paled. He got rid of me as fast as he could. Much later, I found out that mushroom growers *plan* their science on the principle that all molds are evil and should be destroyed. Only those mushroom men who ignored their own traditional “method” were able to benefit the world, and incidentally, became rich themselves, by growing penicillin.

Science, in practice, depends far less on the experiments it prepares than on *the preparedness of the minds* of the men who watch the experiments. Sir Isaac Newton supposedly discovered gravity through the fall of an apple. Apples had been falling in many places for centuries and thousands of people had seen them fall. But Newton for years had been curious about the cause of orbital motion of the moon and the planets. What kept them in place? Why didn’t they fall out of the sky? The fact that the apple fell down toward the earth and not up into the tree answered the question he had been asking himself about those larger fruits of the heavens, the moon and the planets.

How many men would have considered the possibility of an apple falling *up* into the tree? Newton did because he was not trying to predict anything. He was *just wondering*. His mind was ready for *the unpredictable*. *Unpredictability* is part of the essential nature of research. If you don’t have unpredictable things, you don’t have research. Scientists tend to forget this when writing their cut and dried reports for the technical journals, but history is filled with examples of it.

In 1925 William Mason, a mechanical engineer, *hit upon the idea of* heating wood until it exploded and then using the fibers to make a good inexpensive paper. He was in a factory drying one of the fibers when a friend asked him to lunch. After turning off the steam valve that regulated the heat, Mason left the place. He had a leisurely lunch followed by a few extra cups of coffee. When he returned to the factory he discovered to his horror that the valve he thought he had closed was defective – the heat had remained on all the time he was away. The wood fibers weren’t merely dry;

they were baked! Mason's first reaction was to throw the fibers away. Before he did so, however, he took a long close look at them. He found a smooth sheet not of paper but of a new very special kind of grainless wood.

Another man made a valuable discovery because he forgot to wash his hands. He knocked off work in a laboratory to eat a roast beef sandwich, took one bite and gagged. The sandwich was sickeningly sweet! In reaching for a glass of water, he noticed his hands were dirty. Could the dirt have anything to do with the unexpected sweetness of that sandwich? He examined the stuff he had been handling in the laboratory before lunch and thereby discovered saccharin. *Serendipity* is the high-sounding name for this kind of happy accident.

In talking to some scientists, particularly younger ones, you might *gather the impression* that they find the "scientific method" *a substitute for imaginative thought*. I've attended research conferences where a scientist has been asked what he thinks about the advisability of continuing a certain experiment. The scientist has frowned, looked at the graphs, and said "the data are still *inconclusive*". "We know that," the men from the budget office have said, "but what do *you* think? Is it worthwhile going on? What do you think we might expect?" The scientist has been shocked at having even been asked to speculate.

What this amounts to, of course, is that the scientist has become the victim of his own propaganda. He has put up the infallible objective front so consistently that he not only believes it himself, but has convinced industrial and business management that it is true. If experiments are planned and carried out according to plan as faithfully as he reports in the science journals indicate, then it is perfectly logical for management to expect research to produce results measurable in dollars and cents. It is entirely reasonable for auditors to believe that scientists who know exactly where they are going and how they will get there should not be distracted by the necessity of keeping one eye on the cash register while the other eye on the microscope. Nor, if regularity and

conformity to a standard pattern are as desirable to the scientist as the writing of the papers would appear to reflect, is management to be blamed for discriminating against the “odd balls” among researchers in favor of more conventional thinkers who “work well with the team”.

All of us who actually have to do with research that the “odd ball” often is a more valuable scientist than his *well-adjusted colleague*. “Odd ball” may be too strong a phrase. I’m not talking about the man who is extremely unusual – who wears a Napoleon hat. No, I mean the man who doesn’t *conform*, who doesn’t always think the way most of us are thinking, who doesn’t always act the way most of us are acting.

I can remember an extremely valuable senior scientist of ours who made many important contributions to our research program but who apparently did very little work, and who *took privileges* which were quite *conspicuous*. He was a flower fancier. He spent so much time growing flowers in his laboratory that it began to look like the beginning of a small greenhouse. We were worried about *the effect of this man on the morale* of those who worked with and for him. But when we looked into the situation we found that our fears were groundless. He was not resented. The others around him realized that they were contributing as much as he, they too could grow flowers in the lab or design Rube Goldberg apparatus.

At least a large part of the nonscientist’s hostility to or fear of the scientist rises from the stereotyped idea of the scientist as a man, the myth that the scientist himself *perpetuates*. This imaginary person does not quite belong to the same species as other human beings; he lives in a different world; he thinks in a different way.

Actually, the scientist thinks in much the same way that the rest of us do. The problems he encounters in his work are different from our problems, but his *method of arriving at solutions* is much the same as ours. The scientist is not necessarily smarter or more creative than the nonscientist. *The psychological process of*

*creativity* – whether a man is creating a new vaccine, a novel, a painting, or a piece of sculpture – is much the same for everybody.

If the scientist, in writing about his book, will present himself as a fellow fallible human, he will lead us all *to be receptive of his accomplishments*, tolerant of his failures, and far less likely to demand of him more than he can possibly give.

► 11. Questions and discussion points:

- 1) What does the author of the essay say about the language of scientific papers? What other elements and examples of useful organizing words and phrases did you find in scientific literature, such as reports and articles? What formal progression does the author speak about? Do you follow it in your research?
- 2) Why does the author say “Much scientific writing not only misinterprets the workings of science but also does a disservice to scientists themselves”? What arguments does he find to bring the idea down to the reader?
- 3) Why do editors of scientific publications approve of the current style of scientific writing?
- 4) How do you understand the phrase “the present form of reporting experiments is a mental strait jacket”?
- 5) Do you agree with the author of the essay when he says that the existing scientific writing tradition “removes a portion of humanity is also liable to remove a portion of truth”?
- 6) What do the scientific discoveries described in the essay have in common? How does the author explain why they became possible?
- 7) In what way has the scientist become a victim of his own propaganda?
- 8) How does the author compare the scientist with the nonscientist regarding the process of creative thinking?





12. Watch the TED-talk of Naomi Oreskes “*Why should we trust scientists?*”

► 13. Give English equivalents for the following:

- 1) безопасность вакцин;
- 2) естественный отбор;
- 3) теория эволюции;
- 4) ученые выдвигают гипотезы;
- 5) вычислять (выводить);
- 6) теория относительности;
- 7) пустота;
- 8) материя;
- 9) удивительное предсказание;
- 10) подтверждение теории;
- 11) компьютерное моделирование;
- 12) извержение вулкана;
- 13) набор переменных величин;
- 14) зажигание (в машине);
- 15) получать выгоду от чего-либо.

► 14. Explain the meaning of the following words and expressions, translate them into Russian:

- 1) wager;
- 2) the Ptolemaic universe;
- 3) the deductive-nomological model;
- 4) in hindsight we can say that;
- 5) auxiliary hypotheses;
- 6) deductive;
- 7) inductive
- 8) had to have an alternative career path;
- 9) to subject something to scrutiny;
- 10) the concept of paradigm shifts;
- 11) a consensus of experts;

- 12) peers;
- 13) geeks;
- 14) intractable;
- 15) a logical fallacy.

► 15. Answer the following questions:

- 1) Do you belong to those people who believe scientists?
- 2) What was Blaise Pascal's wager?
- 3) Can scientists make any claims outside of their own specialties?
- 4) What is the essence of the hypothetical deductive method?
- 5) What have you learnt about Albert Einstein's startling prediction?
- 6) What does Einstein's famous equation  $E=mc^2$  describe?
- 7) What do the scientists call a stellar parallax?
- 8) How did Charles Darwin start working on his theory of natural selection?
- 9) What model did Henry Cadell create?
- 10) What factors can influence the Earth's climate?
- 11) What is the main reason of the climate change?
- 12) What did the philosopher Paul Feyerabend say about the main principle in science?
- 13) From what position do scientists usually scrutinize the collected data?
- 14) How does the speaker define scientific knowledge?
- 15) On what is science actually based?

► 16. Be ready to interpret for the speaker.

► 17. Translate into English using your active vocabulary:

- 1. Многие молодые мамы не верят в безопасность вакцин. Они считают, что вакцины подрывают иммунную систему детей.

2. Благодаря достижениям современной медицины теория естественного отбора не работает в современном обществе. Многие дети, которые были обречены в прошлом, сейчас выживают.
3. Ученые всегда начинают свои исследования с создания гипотез, затем они собирают данные и ищут подтверждение своих предположений. Многие предсказания оказываются точными.
4. Индукция и дедукция – основные методы научных исследований. Этот ученый всегда идет от частного к общему. Многие теоретики, наоборот, идут от общего к частному.
5. В настоящее время солнечная система изучена достаточно хорошо. Современные телескопы очень мощные, кроме того, ученые используют компьютерное моделирование.
6. Перед тем как отправить человека в открытый космос, ученые должны были хорошо изучить проблемы солнечной радиации.
7. Многие ученые признают теорию глобального потепления, которое проявляется, например, в выбросах парниковых газов. Загрязнение воздуха везде очень большое.
8. Вы должны очень тщательно изучить эти данные до того, как сделаете окончательные выводы. Позиция недоверия в науке самая надежная.
9. Все эксперты были единодушны, исследование было признано очень успешным, надежность новой технологии никто не отрицал. Наша лаборатория получила выгоду.
10. Ученые в этой области знания сталкиваются с множеством проблем. Им приходится выполнять много экспериментов, но часто допускаются ошибки. В прошлом году одна ошибка следовала за другой.



18. Watch the film “*Einstein and Eddington*” (2008) and answer the following questions:

- 1) Why did Eddington research Einstein’s work?
- 2) How does the episode with the German Müller family characterise Eddington?
- 3) What was Einstein’s position concerning poison gas? Was it really used during the First World War?
- 4) Why did Eddington write a letter to Einstein?
- 5) Why was it necessary to observe the solar eclipse?
- 6) Describe the meeting of Eddington and Einstein.
- 7) What do you think of Einstein’s celebrity and Eddington’s obscurity?

► 19. Make sure you know English equivalents for the following:

- 1) солнечное затмение;
- 2) скорость света;
- 3) гравитация;
- 4) довольствоваться безвестностью;
- 5) нужно приносить жертвы;
- 6) взрывчатые вещества;
- 7) практическое применение;
- 8) мгновенно;
- 9) пытливый ум;
- 10) теоретик;
- 11) более короткий световой день;
- 12) у меня нет привязанности к какой-то стране;
- 13) общепринятые правила научной презентации;
- 14) чем быстрее вы движетесь, тем медленнее течет время;
- 15) не в этом дело;

- 16) движение планет;
- 17) членство в Академии;
- 18) планеты движутся вокруг солнца;
- 19) предсказания;
- 20) Меркурий;
- 21) ничего не происходит без причины;
- 22) теория вероятности;
- 23) моя теория слишком красивая чтобы оказаться неправильной;
- 24) время для всех разное.

► 20. Translate into English using your active vocabulary:

1. Жара была такой сильной, что один из охранников упал в обморок. К счастью, он быстро пришел в себя.
2. Если облака не разойдутся, вечером будет гроза. Мне придется отменить все встречи.
3. Скорость света намного больше скорости звука, поэтому мы не слышим гром мгновенно после молнии.
4. У этого мальчика очень пытливый ум, он может стать ученым.
5. Я не люблю осень из-за более короткого светового дня.
6. Она сделала хороший доклад, в соответствии со всеми правилами научной презентации.
7. Хотя движение планет было описано очень давно, все еще есть спорные вопросы. Но, конечно же, уже все признали, что планеты движутся вокруг солнца.
8. Хотя ученые не любят делать предсказания, они всегда начинают свои исследования с гипотезы.
9. В природе ничто не происходит без причины. Теория вероятности объясняет многие явления. Усилия человека иногда нарушают законы природы.

## THE LANGUAGE OF SCIENCE

### Computer words

Macmillan Dictionary of English for advanced learners states that “if you want to master the English language, you will need to be familiar with those new computer words that seem to be popping up everywhere.”

What do we have to know about computer words?

Computer words were created by the world of cyberculture – the world that avoids heavy scientific words in favor of words that are simple, fresh and playful. The reason for this is the fact that cyberculture has been actually created by young people who think of themselves differently from the stereotypical image of a businessman wearing a traditional suit when going to the office.

It is the culture that promotes user-friendliness in everything, including the language. It tends to use simple familiar words to describe technical concepts. Can you guess how we call now the device that was originally named *X-Y position indicator*? Yes, it is *the computer mouse*.

Computer language is full of metaphors. Many of them help us to avoid technostress that people feel because they are afraid of using computers. Many metaphors are organized around different familiar themes.

**Task 1.** Try to classify the metaphors given below into the following themes:

- Office;
- Books;
- Transport;
- Traditional post;
- Small animals.

Metaphors to be classified: cut and paste; desktop; file; folder; recycle bin; wallpaper; bug; mailbox; voicemail; address; mouse; snail mail; bookmark; information highway; to browse the Web; web traffic; web page.

**Task 2.** Some metaphors are really unique and colorful. Are you familiar with the words *spam*, *spammer*, *spamming*? What associations do you have when you read them? With the help of the Internet search system Google find the meaning and the origin of the term.

**Task 3.** Study the following words and word forms and say how computer words are formed:

Software, shareware, cyberspace, email. E-commerce, e-cash, cybercafé, technobable, freeware, technostress, technophobia, hardware.

**Task 4.** The computer language is playful and humorous. Sometimes this playfulness takes the form of blends, or combinations of two words. Take *emoticon*, for example, formed from *emotion* and *icon*. Emoticons are also called smileys that people attach to their messages to express feelings and emotions.

Study the following most commonly used emoticons and say if you often use them in your SMS messages and e-mail letters:

:) *pleased or amused*

;) *wink (used for showing that you are making a joke*

:( *displeased or sad*

:~) *very happy*

:-() *surprised or shocked*

**Task 5.** Another example of a playful blend is netiquette (*Internet + etiquette*) which means the rules of good Internet behavior.

To study the rules of the Internet behavior, do a search for netiquette on any large Internet search engine.

**Task 6.** Most computer words are short and simple, so it is not surprising that longer words are often abbreviated. Many abbreviations are so commonly used that their full forms are rarely found.

Write down the abbreviations for the following terms and give their Russian equivalents:

Compact disc read-only memory;

Information technology;

Digital videodisc;

HyperText Markup Language;

Local area network;

What-you-see-is-what-you-get (pronounced wizeewig);

Random access memory.

**Task 7.** As you have noticed, Internet communication has a style of its own. It is often highly colloquial. To make their Internet writing seem more informal, people use various abbreviations. Because the people you are ‘talking to’ on the Internet cannot see you, it can be difficult to express emotions using words alone.

Match the following abbreviations with their explanations:

1.	<b>B4</b>	A	By the way
2.	<b>BTW</b>	B	Great
3.	<b>GR8</b>	C	In my humble opinion
4.	<b>FYI</b>	D	As soon as possible
5.	<b>IMHO</b>	E	On the other hand
6.	<b>ASAP</b>	F	Laughing out loud or lots of love
7.	<b>LOL</b>	G	For your information
8.	<b>OTOH</b>	H	before

**Task 8.** Make a report on the aspect of computer language that seems most interesting to you. Illustrate your speech with examples. Do a search for your topic on any large Internet search engine (Google may be more helpful).

(based on the article by *Dr. Ingrid Meyer* “Computer words”  
in Macmillan English Dictionary for advanced learners)



- 2. Speak on the life of some great scientist and the discoveries s/he made.



3. Listen to text 28 “The space race is the world’s biggest money waster” from the course by L.G. Alexander “*FOR AND AGAINST*” and give English equivalents for:

- 1) последние волнующие достижения;
- 2) фотографии посылаются на землю;
- 3) огромные усилия по завоеванию космоса;
- 4) неразличимые пятна;
- 5) только самые богатые государства могут соревноваться;
- 6) во имя чисто научных интересов;
- 7) технологические открытия;
- 8) прямая трансляция идет по всему миру;
- 9) небывалые технологические ресурсы;
- 10) безрассудно тратить деньги на.



4. Watch the TED-talk of Emily Calandrelli “*Space exploration is the worst!*” Discuss it in class and compare it to the previous text.

- 5. Make sure you know English equivalents for the following:

- 1) небывалая засуха;
- 2) серьезный прорыв (открытие);
- 3) спутники наблюдения Земли;
- 4) слушания об изменении климата
- 5) развиваться беспрецедентными темпами;
- 6) населенный район;
- 7) отдаленное место;
- 8) ликвидировать дисбаланс;

- 9) созвездие;
- 10) прекратить;
- 11) заселять;
- 12) обеспечить выживание людей.

## TEXT FOR CLOSE READING

### Short Story for Scientists

by E.F. Bozman

Margaret Jolliwell stood for a moment *panting* at the top of the hill, then threw off her hat, which fell to the ground *under the action of gravity*, and flung herself full length on the grass. The sun beat down on her, and she reveled in its warmth, luxuriating *in the change of its radiant energy to ordinary kinetic heat* passing through her light summer frock. She closed her eyes *to intercept* the short wave length light rays from the sun and ran her fingers through the crisp grass.

It was all so wonderful and so exciting. Her mind was still racing as fast as her pulse for it was only one short hour ago (fifty-nine minutes, to be exact) that HE had proposed to her – he, Julian Uxbridge, her adored *preceptor, demonstrator* and tutor, the purest man of science she had ever known. It happened in the research laboratory, where she had been making a *gastrocnemius preparation* from a frog. For many months it had been his habit to come to discuss her work with her in the labs, and she had lived for these precious hours. But never till today had he *descended from the general to the particular*. His voice, the vibrations of which would always send thrills of pleasure down her vertebral column, still rang in her middle ear. He had come up to her from behind and said:

“Good morning, Miss Jolliwell, may I call you Margaret this morning?”

She had blushed like a schoolgirl – why was it that she could not control her vasomotor nerves? – and had said nothing.

He had gone on:

“Margaret, I have loved you ever since I first saw you doing a Brown Ring test nearly a year ago. My love for you is Normal, but Passionate; in you I find my physical expression and my *mental fulfillment*. Union with you will be *ex hypothesi* eugenic, and our children (here Margaret blushed again) will inevitably be *balanced in mind and body*. Margaret, will you consent to become my wife?

Still Margaret’s brain *refused to transmit the appropriate efferent stimuli* to her tongue, and in her confused silence Julian had continued: “But of course, Margaret, my child, you know nothing of what I am. Let me tell you. My father was an astronomer, dealing with the things in the large, and my mother a histologist, dealing with things in the small, on a microscopic slide, so to speak. I am their perfectly balanced product, *flawless* as far as I am aware, *save for* one tragic defect. I suffer from congenital Erythema Pernio, popularly known as chilblains, and it has been my gnawing anxiety whether this condition is *transmissible*. Otherwise I would have spoken long ago; but months of research have at last brought me to a definite conclusion, and I feel justified, *by induction and deduction*, in asking you to become my wife.” To Margaret this was the *supreme moment* of her life. A year ago when she first saw Julian Uxbridge she had been as instinctively attracted to him as is a *positively charged* pith-ball to a *negatively charged* conductor. Only her distance from him prevented her flying at him, and this distance seemed to her as great as that of Betelgeuse from the earth – some hundreds of light years at the very least. And now he had approached her and as he drew nearer his attraction for her *varied inversely as the square of the distance*. But still, true to her sex she *temporized* and said: “You must give me time to think.”

And so she had fled *incontinently* to her sunlit hill, fifty-nine minutes out of town.

There she lay now, *absorbing ultra-violet rays*, trying to grasp this tremendous thing that had happened to her. Of course

there had been other men in her life, chief among them Major Trevor, who hunted with her father, had known her since her infancy, and had already proposed to her eleven times. She had resolved tentatively to accept him at the fifteenth time of asking. She valued his love certainly, and felt happy and superior to his presence, whereas Julian Uxbridge made her feel like a hydrogen atom in a fatty acid molecule.

At last *she figured it out like this*:

Let  $x$  = my attraction to Harry Trevor.

Let  $y$  = my love for my parents.

Then  $y$  is greater than  $x$ .

Now let  $z$  = my attraction to Julian Uxbridge.

Then  $z$  is *manifestly* greater than  $y$ .

Hence  $z$  is greater than  $x$ .

In other words  $z$  had it.

Her mind was made up.

She reached the lab, fifty-nine minutes later to find Julian doing Marsh's test for arsenic. All she said was, "Oh, Julian!" but *in his excitement* he allowed the hydrogen flame to burn back and the whole apparatus exploded, sprinkling them both with hot sulfuric acid.

But neither of them seemed to care.

## DISCUSSION

- 1) Why did Margaret Jolliwel find herself at the top of the hill?
- 2) Why was she so excited?
- 3) What did she have to decide for herself?
- 4) What had Margaret learnt about Julius Uxbridge an hour before?
- 5) What did she think about Major Trevor? What was her attitude to him?
- 6) How did the author "describe" her feeling towards Julius?

- 7) How much time has passed since the moment Julius proposed to her?
- 8) What do you know about the physical properties of hot sulfuric acid?
- 9) The language the story uses is full of terms. Try to “translate” into ordinary English the following quotations from the text and say how the humorous effect is achieved:
  - a) [She] “fell to the ground under the action of gravity”.
  - b) She reveled in its warmth, luxuriating in the change of its radiant energy to ordinary kinetic heat”.
  - c) “But never till today had he descended from the general to the particular”.
  - d) “His voice, the vibrations of which would always send thrills of pleasure down her vertebral column, still rang in her middle ear.”
  - e) “My love for you is Normal, but Passionate; in you I find my physical expression and my mental fulfillment.”
  - f) “Union with you will be *ex hypothesi* eugenic, and our children (here Margaret blushed again) will inevitably be balanced in mind and body.”
  - g) “Still Margaret’s brain refused to transmit the appropriate efferent stimuli to her tongue and in her confused silence”.
  - h) “...but months of research have at last brought me to a definite conclusion, and I feel justified, by induction and deduction, in asking you to become my wife.”
  - i) “A year ago when she first saw Julian Uxbridge she had been as instinctively attracted to him as is a positively charged pith-ball to a negative charged conductor.”
  - j) “And now he had approached her and as he drew nearer his attraction for her varied inversely as the square of the distance”.
  - k) “Julian Uxbridge made her feel like a hydrogen atom in a fatty acid molecule.”

## VOCABULARY EXERCISES

- 1. Give Russian equivalents for the following:

panting; under the action of gravity; in the change of its radiant energy to ordinary kinetic heat; to intercept; her mind was still racing as fast as her pulse; preceptor; the purest man of science; preparation; descended from the general to the particular; send thrills of pleasure down her vertebral column; still rang in her middle ear; mental fulfillment; refused to transmit the appropriate efferent stimuli to her tongue; flawless; save for; by induction and deduction; supreme moment of her life; positively charged; varied inversely as the square of the distance; incontinently; absorbing ultra-violet rays; figured it out like this; manifestly.

- 2. Give English equivalents for the following:

под действием силы тяжести; световое излучение; в обычное кинетическое тепло; руководитель, наставник; препарат; совершенный душой и телом; передать адекватный эфферентный стимул; положительно заряженный; кроме; индуктивным и дедуктивным методом; обратно пропорционально квадрату расстояния; незадолго; запыхавшись.

- 3. Paraphrase the words marked using the vocabulary of the text:

- 1) Einstein read a lot since his *early childhood*.
- 2) The *woman's dress* was covered with stains of mud after the substance in the tube had blown up.
- 3) *Thorough search for new facts in any branch of knowledge* is the only way that can lead to a discovery in science.
- 4) The young scientist was working in the lab, and when the professor entered he was putting *a small glass plate on*

*which a specimen was placed for examination under the microscope.*

5) One of the important methods in science is *an analysis with a view of discovering the presence or absence of something.*

- 4. Give as many synonyms as possible for the following words:

to intercept, preceptor, demonstrator, descend, fulfillment, balanced, flawless, save for, induction, deduction, supreme, inversely, vary, figure out.

- 5. Give 2-3 antonyms for the following words.

radiant, descend, balanced, refuse, fulfillment, flawless, supreme, incontinently, manifestly.

- 6. Translate into English with a special care for the marked words and phrases:

1) *Положительно и отрицательно заряженные частицы притягиваются.*

2) *Слегка запыхавшись, путники достигли вершины холма.*

3) *Ньютон сформулировал законы, описывающие действие силы тяжести.*

4) *Экспериментальная работа позволяет сформулировать общие правила на основе анализа частных случаев.*

5) *Показатель x значительно больше, чем величина y.*

6) *Описание экспериментальной работы было безупречным.*

7) *В докладе руководителя лаборатории были представлены все направления работы, кроме тех, которые не были подкреплены экспериментальными исследованиями.*

- 7. Read the text and compare its main ideas concerning the inventions with the first text of the unit. What has come true and what hasn't? Make your own predictions and say what inventions you'd like to have in your every day life?

## **The Martian Chronicles**

*by Ray Bradbury*

*August 2026:* There will come soft rains.

In the living room the voice-clock sang, *Tick-tock, seven o'clock, time to get up, seven o'clock!* as if it were afraid that nobody would. The morning house lay empty. The clock ticked on, repeating and repeating its sounds into the emptiness. *Seven-nine, breakfast time, seven-nine!*

In the kitchen the breakfast stove gave a hissing sigh and ejected from its warm interior eight pieces of perfectly browned toast, eight eggs sunnyside up, sixteen slices of bacon, two coffees, and two cool glasses of milk.

"Today is August 4, 2026," said a second voice from the kitchen ceiling, "in the city of Allendale, California." It repeated the date three times for memory's sake. "Today is Mr. Featherstone's birthday. Today is the anniversary of Tilita's marriage. Insurance is payable, as are the water, gas, and light bills."

Somewhere in the walls, relays clicked, memory tapes glided under electric eyes.

*Eight-one, tick-tock, eight-one o'clock, off to school, off to work, run, run, eight-one!* But no doors slammed, no carpets took the soft tread of rubber heels. It was raining outside. The weather box on the front door sang quietly: "Rain, rain, go away; rubbers, raincoats for today ..." And the rain tapped on the empty house, echoing.

Outside, the garage chimed and lifted its door to reveal the waiting car. After a long wait the door swung down again.



At eight-thirty the eggs were shriveled and the toast was like stone. An aluminum wedge scraped them into the sink, where hot water whirled them down a metal throat which digested and flushed them away to the distant sea. The dirty dishes were dropped into a hot washer and emerged twinkling dry.

*Nine-fifteen*, sang the clock, *time to clean*.

Out of warrens in the wall, tiny robot mice darted. The rooms were acrawl with the small cleaning animals, all rubber and metal. They thudded against chairs, whirling their mustached runners, kneading the rug nap, sucking gently at hidden dust. Then, like mysterious invaders, they popped into their burrows. Their pink electric eyes faded. The house was clean.

*Ten o'clock*. The sun came out from behind the rain. The house stood alone in a city of rubble and ashes. This was the one house left standing. At night the ruined city gave off a radioactive glow which could be seen for miles.

*Ten-fifteen*. The garden sprinklers whirled up in golden founts, filling the soft morning air with scatterings of brightness. The water pelted windowpanes, running down the charred west side where the house had been burned evenly free of its white paint. The entire west face of the house was black, save for five places. Here the silhouette in paint of a man mowing a lawn. Here, as in a photograph, a woman bent to pick flowers. Still farther over, their images burned on wood on one titanic instant, a small boy, hands flung into the air; higher up, the image of a thrown ball, and opposite him a girl, hands raised to catch a ball which never came down.

The five spots of paint – the man, the woman, the children, the ball – remained. The rest was a thin charcoaled layer.

The gentle sprinkler rain filled the garden with falling light.

Until this day, how well the house had kept its peace. How carefully it had inquired, “Who goes there? What’s the password?” and, getting no answer from lonely foxes and whining cats, it had shut up its windows and drawn shades in an old-

maidenly preoccupation with self-protection which bordered on a mechanical paranoia.

It quivered at each sound, the house did. If a sparrow brushed a window, the shade snapped up. The bird, startled, flew off! No, not even a bird must touch the house!

The house was an altar with ten thousand attendants, big, small, servicing, attending, in choirs. But the gods had gone away, and the ritual of the religion continued senselessly, uselessly.

*Twelve noon.*

A dog whined, shivering, on the front porch. The front door recognized the dog voice and opened. The dog, once huge and fleshy, but now gone to bone and covered with sores, moved in and through the house, tracking mud. Behind it whirled angry mice, angry at having to pick up mud, angry at inconvenience.

For not a leaf fragment blew under the door but what the wall panels flipped open and the copper scrap rats flashed swiftly out. The offending dust, hair, or paper, seized in miniature steel jaws, was raced back to the burrows. There, down tubes which fed into the cellar, it was dropped into the sighing vent of an incinerator which sat like evil Baal in a dark corner.

The dog ran upstairs, hysterically yelping to each door, at last realizing, as the house realized, that only silence was here.

It sniffed the air and scratched the kitchen door. Behind the door, the stove was making pancakes which filled the house with a rich baked odor and the scent of maple syrup.

The dog frothed at the mouth, lying at the door, sniffing, its eyes turned to fire. It ran wildly in circles, biting at its tail, spun in a frenzy, and died. It lay in the parlor for an hour.

*Two o'clock*, sang a voice.

Delicately sensing decay at last, the regiments of mice hummed out as softly as blown gray leaves in an electrical wind.

*Two-fifteen.*

The dog was gone. In the cellar, the incinerator glowed suddenly and a whirl of sparks leaped up the chimney.

*Two-thirty-five.*

Bridge tables sprouted from patio walls. Playing cards fluttered onto pads in a shower of pips. Martinis manifested on an oaken bench with egg-salad sandwiches. Music played.

But the tables were silent and the cards untouched.

At four o'clock the tables folded like great butterflies back through the paneled walls.

*Four-thirty.*

The nursery walls glowed.

Animals took shape: yellow giraffes, blue lions, pink antelopes, lilac panthers cavorting in crystal substance. The walls were glass. They looked out upon color and fantasy. Hidden films clocked through well-oiled sprockets, and the walls lived. The nursery floor was woven to resemble a crisp, cereal meadow. Over this ran aluminum roaches and iron crickets, and in the hot still air butterflies of delicate red tissue wavered among the sharp aroma of animal spoors! There was the sound like a great matted yellow hive of bees within a dark bellows, the lazy bumble of a purring lion. And there was the patter of okapi feet and the murmur of a fresh jungle rain, like other hoofs, falling upon the summer-starched grass. Now the walls dissolved into distances of parched weed, mile on mile, and warm endless sky. The animals drew away into thorn brakes and water holes.

It was the children's hour.

*Five o'clock.* The bath filled with clear hot water.

*Six, seven, eight o'clock.* The dinner dishes manipulated like magic tricks, and in the study a *click*. In the metal stand opposite the hearth where a fire now blazed up warmly, a cigar popped out, half an inch of soft gray ash on it, smoking, waiting.

*Nine o'clock.* The beds warmed their hidden circuits, for nights were cool here.

► 8. Translate into English using your active vocabulary:

1. Достижения современной науки иногда кажутся фантастическими. Результаты некоторых научных исследований непредсказуемы.
2. Просто непостижимо, что только в XX веке люди стали пользоваться электричеством, радио и телевидением.
3. Этот исследователь пришел к такому выводу после довольно большого количества экспериментов. Его данные были очень надежными.
4. Если вы хотите усилить эффект, нужно применить другой метод. Почему вы все время не хотите сделать это?
5. Современное информационное общество привыкло во всем полагаться на компьютерные технологии. Создатели новых программ подстраиваются под потребителей.
6. Возможности современных технологий выше моего понимания. Новые устройства становятся все умнее.
7. Тем не менее, я не думаю, что технологии дегуманизируют общество, мы никогда не потеряем своей индивидуальности.
8. Общество много выиграет от развития точных наук и новых технологий. Мы должны сами создавать новые лекарства, чтобы лечить наших больных.
9. Я не думаю, что парниковые эффекты и глобальное потепление – результат деятельности человека. Явления природы все еще нельзя предсказать.
10. Эйнштейн не был привязан к какой-то стране, он принадлежал человечеству. Его теория вероятности объяснила многие явления природы.

## TEXTS FOR FREE TRANSLATION

### Будущее ядерной физики

В долгосрочной перспективе защитники ядерных технологий возлагают большие надежды на новые модели реакторов. В следующие два или три десятилетия должны появиться устройства четвертого поколения, более эффективные, работающие при значительно более высоких температурах, – это позволит получать гораздо больше энергии из того же количества уранового топлива. В условиях высоких температур ядерные реакции проходят более интенсивно, а отходы получаются менее токсичные и не столь долгоживущие, как сейчас. Улучшенные реакторы будут более безопасны и потребуют менее сложных дублирующих систем. В случае аварии они смогут заглушить себя сами, при минимальном вмешательстве человека, что сделает их менее привлекательными для террористов.

В соответствии с принятым в прошлом году в США энергетическим законопроектом на постройку экспериментального высокотемпературного, охлаждаемого гелием реактора было выделено 1,25 миллиарда долларов. Цель этого проекта – изучить, насколько эффективным может быть устройство, производящее кроме электроэнергии еще и водород, который можно будет использовать, например, в качестве топлива для транспортных средств.

Что же касается крайне неблагоприятных сценариев развития событий, тут нечего возразить даже самым страстным поклонникам ядерных технологий. Радиоактивный выброс, подобный тому, что произошел в Чернобыле в 1986 году; террористы, преодолевшие тщательно продуманную защиту и бронированные стены, чтобы похитить ядерное топливо или выпустить в атмосферу радиоактивное облако; передача оружейного урана или плутония воинственным настроенным государствам или криминальным группировкам

– такие события не сопоставимы ни с загрязнением окружающей среды, ни с авариями на угольных шахтах, ни с приводящими к изменениям климата выбросами электростанций, работающих на ископаемом топливе.

Гарри Тейлор, возглавляющий подразделение атомной энергетики в фирме *ENTERGY*, произносит речь рядом с АЭС *GRAND GULF*. Он обращает внимание на то, что в случае серьезной аварии реактора опасность будет угрожать не только людям, но и самой ядерной индустрии. «Мы работаем в этой отрасли вот уже сорок лет, и она показала себя безопасной, действительно безопасной. В последнее время в программах новостей ничего не слышно об атомных электростанциях, но достаточно лишь одного серьезного инцидента... – он щелкнул пальцами. – Все, над чем мы так трудились, может в один момент пойти прахом».

Тем временем Соединенные Штаты потихоньку движутся вперед. США первыми в мире в ходе эксперимента получили электроэнергию на ядерном реакторе, и сейчас атомная энергетика может открыть новую эру в истории этой страны.

Место действия – скошенное поле неподалеку от тихого городка Порт-Гибсон, что в штате Миссисипи. Ядерный реактор, который работает здесь с 1985 года, – часть атомной электростанции *GRAND GULF*. Эта АЭС принадлежит дочернему предприятию корпорации *ENTERGY*, которая занимает четвертое место в списке крупнейших производителей электроэнергии в Соединенных Штатах. К 2015 году *ENTERGY* планирует запустить тут новый реактор, но это должно быть устройство нового типа, более надежное и простое в эксплуатации, его еще только предстоит разработать.

Местным жителям не терпится увидеть, как разворачиваются строительные работы на АЭС. Опросы общественного мнения говорят о том, что число людей, с доверием относящихся к атомной энергии, увеличивается и кое-где достигает пятидесяти девяти процентов. Мэр Порт-

Гибсона и правление муниципальной корпорации. (городской общины) ожидают, что налоги, которые принесет в казну новый реактор, позволят выделить средства школам и другим учреждениям.

Остается главный вопрос – превосходят ли достоинства атомной энергии связанные с ней опасности?

(ГЕО, № 8, август 2007)

### **Ночь Эйнштейна**

Скромному служащему Бернского патентного бюро было всего 26 лет, когда он внезапно перевернул представления человечества о пространстве и времени, энергии и материи. Почему именно Эйнштейн взорвал физическую картину мира?

Та майская ночь была важнейшей в его жизни. Точной даты мы не знаем. Подробностей тоже. Ни свидетельств, ни свидетелей. О том, что произошло, нам известно лишь из третьих рук – из сохранившейся записи лекции, которую в конце 1922 года Альберт Эйнштейн прочитал в японском городе Киото. В ней ученый, к тому времени уже получивший мировое признание, описывал несколько часов своего великого озарения. Этот конспект – наш единственный источник.

День он провел с Мишелем Бессо – своим другом и коллегой по бернскому патентному бюро. Как обычно, говорили о науке. В частности, о том, что их больше всего волновало, – можно ли разрешить противоречия, пошатнувшие сложившуюся физическую картину мира, те противоречия, которые к началу XX века завели ученых в казавшийся безвыходным тупик?

Задача грандиозная. Признанные корифеи науки уже потерпели здесь неудачу. И Эйнштейн уже тоже был почти готов капитулировать. «Я сдаюсь», – сказал он Мишелю.

А потом наступила ночь. Как он провел ее? Наверняка, без конца дымил: сначала курил трубку, а потом пошли в ход

сигары... Главное – дать мыслям пробиться наружу: клочки бумаги, счета, конверты, все, что попадалось под руку, было испещрено записями. Клонило ли его в сон, или он был слишком возбужден, Плакал ли в соседней комнате его годовалый сын Ганс Альберт? Советовался ли Эйнштейн с женой, Милевой, которая помогала ему в математических расчетах? Или работал один, и супруга, как обычно, поставила тарелку с едой под дверь его комнаты?

Возможно, что-то сдвинулось с мертвой точки во время его разговора с Бессо. Мишель умел навести Альберта на верную мысль, в нужную минуту поставить вопрос. «Я вдруг понял, в чем разгадка», – вспоминал Эйнштейн спустя 17 лет на лекции в Киото. Утром он вновь встретился с Мишелем и сообщил ему потрясающую новость: «Благодаря тебе я нашел решение».

Это решение – специальная теория относительности – перевернуло наши представления о пространстве и времени, об энергии и материи, представления, к которым человечество шло на протяжении тысячелетий своей истории. Это было рождение легенды о величайшем ученом всех времен. Майской ночью 1905 года скромный патентовед из тихой Швейцарии Альберт Эйнштейн вступил на путь, который привел его к бессмертию.

Но как он пришел к этим революционным идеям, к теории, связанной с его именем столь же прочно, как теория эволюции с Дарвином, а психоанализ с Фрейдом? Какой логикой руководствовался, в какой момент многолетние размышления привели ученого к прозрению? Этого мы не знаем.

Самый простой и привычный ответ звучит так: никому не известный служащий был просто избран судьбой. Нужный человек, в нужном месте, в нужное время. Но почему именно Альберт Эйнштейн стал этим «нужным человеком»? Все могло сыграть роль: прочитанные в детстве книги, влияние семьи и друзей, понимание природы электромагнитных явлений (его отец и дядя были владельцами электротехнической



фабрики), тяга к самообразованию, споры с однокурсниками и коллегами.... И конечно талант вкупе с изобретательностью и упорством, детским взглядом на мир и дерзким умением сомневаться в авторитетах. Наконец, просто удача.

(ГЕО, № 9, сентябрь 2005)

### **Иван Павлов всю жизнь переживал за зарезанных им собак**

26 сентября 1849 года в семье священника Петра Дмитриевича Павлова родился первенец, Иван. Он должен был продолжить дело отца, однако стал всемирно известным физиологом. На счету создателя науки о высшей нервной деятельности множество важных открытий, а о собаке Павлова слышал каждый школьник. Но опыты, которые ему довелось ставить в течение жизни, были связаны не только с наукой.

В детстве Ваня упал, сильно ушибся и долго болел. Крестный, игумен монастыря, забрал его к себе. Отпаивал травами, водил гулять. Приучал к чтению. Заметив, что мальчик-левша, играя в городки, хорошо бросает правой рукой, стал развивать и ее. Впоследствии Павлов великолепно оперировал обеими руками.

В юности Иван пережил сильное потрясение. Его братья Дмитрий, Петр и Сергей, возвращаясь зимой с охоты, в темноте свалились с розвальней в яму. Старшие выбрались, а младший, Сережа, не смог. И тогда Петр протянул ему приклад ружья, сам держась за ствол. Сергей нечаянно нажал на спусковой крючок. Петр скончался через два дня. А Сергей стал священником и всю жизнь отмаливал нечаянный грех.

Став студентом, Иван погрузился в науку. Быт его полностью обеспечивал младший брат Дмитрий. На стажировке в Германии брата рядом не было, и наш герой

купил себе... ярко-желтый костюм. Немецкие коллеги расхохотались, прозвав его русской канарейкой.

Иван Петрович, критически относившийся к любой власти, Октябрьскую революцию встретил без энтузиазма. В 1905-м говорил о Николае II: «На троне сидит вырожденец». В 1917-м премьер-министра Александра Керенского называл «соплей во главе государства». Академика дважды арестовывала ЧК, но за него заступался нарком просвещения Луначарский. Он же спас ученого от квартирного уплотнения. Но Павлов обличал большевистский режим, «ведущий страну к одичанию». Ивана Петровича считают главным прототипом булгаковского профессора Преображенского в «Собаьем сердце». Профессор Преображенский – литературный двойник ученого.

В 1920-м в письме в совнаркоме Павлов пожаловался на невыносимые условия жизни. Навестивший его Герберт Уэллс ужаснулся, увидев в кабинете нобелевского лауреата кучу картошки и репы, выращенных ученым во дворе института. Дабы успокоить мировую общественность, советское правительство выделило академику спецпаек, куда входили мясо, рыба, икра и папиросы, но он заявил, что не возьмет ничего, когда «ближайшие товарищи» голодают. После этого нормальным питанием обеспечили и других ученых.

В отношении подопытных собак Павлов испытывал «тяжелое чувство сожаления». «Когда я режу, разрушаю живое животное, я глушу в себе едкий упрек, что грубой, невежественной рукой ломаю невыразимо художественный механизм. Но переносу это в интересах истины, для пользы людям...». «Медицинский врач лечит человека, а ветеринарный врач – человечество», – отмечал профессор. В день кастрации одной из собак он записал: «Мампус, прости, прошу пардона. Иван Павлов». Многие питомцы, уже не участвовавшие в экспериментах, годами жили при лаборатории.

Женился Иван Петрович в 30 лет на слушательнице педагогических курсов Серафиме Карчевской. Поначалу опасался, что черноглазая ростовчанка из богатых и его, разночинца, отвергнет. Но один из друзей, с которым он поделился сомнением, успокоил: «Провинциалка. Пахнет голодом». Первый родившийся у супругов сын вскоре умер. За ним последовали еще четверо детей: Владимир, Вера, Виктор, Всеволод.

Иван Петрович мастерски играл в городки, собирал бабочек и почтовые марки. Часть его коллекции хранится в мемориальной квартире в Петербурге.

Особая история – отношения Павлова с Марией Петровой, тоже сотрудницей Института экспериментальной медицины. Увидев ее впервые, академик так поразился статье и ловкостью новой коллеги, что в шутку предложил побороться. Оставшись наедине, он легко уложил ее на лопатки. Они были вместе 25 лет. «Всякое дело не идет без настоящей страсти и любви», – писал профессор. Кстати, с Серафимой академик так и не развелся.

*<https://www.eg.ru/society/787095-ivan-pavlov-vsyu-jizn-perejival-zazarezannyh-im-sobak-055961/>*

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