RENDERING AND DISCUSSING ARTICLES IN ENGLISH

Учебно-методическое пособие

Ижевск
2024

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Умение структурировать текст, анализировать и обобщать информацию является одним из основных компонентов общения на общегуманитарные и профессиональные темы. Цель пособия – сформировать у аспирантов и соискателей гуманитарных неязыковых направлений подготовки реферативную компетенцию на материале публицистической и научной иноязычной литературы, а также способствовать их вовлечению в профессионально-ориентированную коммуникацию. Пособие содержит теоретические и практические материалы по реферативному изложению англоязычных статей научного и публицистического стилей, а также комплекс заданий, предлагаемый для использования на аудиторных занятиях.

Учебно-методическое пособие адресовано аспирантам и соискателям гуманитарных направлений подготовки, а также может представлять интерес для преподавателей иностранного языка и для широкого круга лиц, изучающих английский язык.

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ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ

Высокие темпы развития современной науки и техники, расширение международных связей настоятельно требуют постоянного обмена информацией о литературе по всем отраслям знания. В современных условиях эффективная организация научно-исследовательской деятельности невозможна без информации о достижениях в той или иной области как в нашей стране, так и за рубежом.

Современный этап информатизации общества предъявляет высокие требования к уровню информационной компетентности специалистов всех сфер деятельности, и одним из основных умений, лежащих в основе любой профессиональной деятельности, является умение работать с научной и публицистической литературой на иностранном языке.

В какой бы области ни работал аспирант или соискатель, он столкнется с необходимостью обработки информации. Во-первых, это – чтение специальной литературы с целью ознакомления с прогрессом науки и производства в своей профессиональной области. Во-вторых, овладение информационным стилем и навыками редактирования является хорошей основой для быстрого и грамотного составления разного рода досье, справок, обзоров, отчетов и т.п.

Изучение иностранного языка является обязательным компонентом обучения в неязыковой аспирантуре. Основная цель этого процесса направлена на дальнейшее совершенствование профессиональной коммуникации на иностранном языке, то есть на обеспечение многосторонней подготовки обучающихся к высокопрофессиональному участию в научной деятельности, в том числе и международной. Одним из методов обучения иностранному языку в неязыковой аспирантуре является развитие у обучающихся навыка аналитико-синтетической обработки информации на иностранном языке. Обучающийся должен демонстрировать умение реферирования иноязычного текста и ведения беседы по темам, связанным с его профессиональной деятельностью, то есть показывать владение необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач культурной, профессиональной и научной деятельности. При этом владение иностранным языком не должно сводиться к запоминанию языковых единиц и усвоению правил их сочетания. Обучающимся в неязыковой аспирантуре не просто получают языковые знания, они должны овладеть определенными приемами работы с иноязычным текстом, которые позволят наиболее эффективно извлекать основную информацию из зарубежных источников и использовать ее в дальнейшей научно-исследовательской деятельности.

Объем социокультурных и фоновых знаний специалиста зависит от уровня его информационной культуры и профессиональной компетенции. Информационная культура определяется как «компонент общей культуры личности, общества или определенной его части, проявляющийся во всех возможных видах работы с информацией (получение, накопление, кодирование, переработка, создание на этой основе качественно новой информации, ее трансляция, практическое использование)».

Целью обработки текста (реферирования) является извлечение полезной и ценной информации по конкретной проблематике, передача содержания в подробной форме в зависимости от практической ценности информации и нужд ее дальнейшего использования. В данном пособии рассмотрены сущность и структура процесса реферирования *(rendering)* статей на английском языке, которое заключается в максимальном сокращении объема источника информации при существенном сохранении его основного содержания.

Развитие умений сокращенной записи информации оригинального текста является важной задачей обучения иностранному языку в неязыковой аспирантуре. Обучающиеся пользуются коммуникативно-значимой письменной речью как в процессе обучения (подготовка докладов и выступлений, написание статей и аннотаций, работа над диссертацией), так и в своей последующей профессиональной деятельности.

Пособие предназначено для аспирантов, обучающихся по гуманитарным направлениям подготовки, преподавателей, ведущих практические занятия по таким дисциплинам, как «Иностранный язык», «Иностранный язык для профессионального общения», «Реферирование и аннотирование».

Цель учебно-методического пособия – формирование у обучающихся в неязыковой аспирантуре навыков реферирования публицистической и научной литературы, а также вовлечение обучающихся в профессионально-ориентированное общение на иностранном языке.

Задачи пособия:

1) ознакомить обучающихся с содержанием профессиональной деятельности референта, его должностными обязанностями и в соответствии с этим дать представление о реферировании как об особом виде аналитической деятельности;
2) ознакомить обучающихся с системой понятий и терминов, которые используются в процессе реферирования;
3) дать представление об аспектном методе реферирования и практических процедурах составления реферата;
4) сформировать навыки осмысленного восприятия, устранения избыточности и осуществления смысловой компрессии текста;
5) теоретически изучить и практически овладеть многоступенчатой техникой реферирования статей.

В пособии предлагается как теоретический, так и практический материал, содержащий обязательные требования к реферированию прочитанной оригинальной литературы по специальности.

Представленные тексты статей служат основой для формирования словарного запаса специальной лексики и навыков перевода профессионально-ориентированных текстов.

Для самопроверки освоенного материала предлагаются лексические упражнения, вопросы и практические задания. Итоговой формой контроля является реферирование представленных статей согласно описанной в пособии модели.

ЧАСТЬ 1. ОСНОВНЫЕ АСПЕКТЫ РЕФЕРИРОВАНИЯ СТАТЕЙ

Важнейшим источником научной информации и средством передачи ее в пространстве и времени служит научный документ. По форме статьи из научных журналов и газет, а также из интернет-сайтов относятся к письменным научным документам. Они могут быть первичными и вторичными. Реферат относится к вторичным документальным источникам научной информации. Это тот документ, который сообщает сведения о первичных документах. На основе использования вторичных документов комплектуются информативные издания, реферативные журналы, справочная литература, научные переводы и т.д. Рефераты составляют основное содержание реферативных журналов.

Реферат – это текст, построенный на основе смысловой компрессии первоисточника с целью передачи его главного содержания. Материал в реферате излагается с позиций автора исходного текста и не содержит никаких элементов интерпретации или оценки.

Данные лингвистики текста, психологии и психолингвистики свидетельствуют о том, что формирование и фиксация главного содержания прочитанного составляют суть реферирования. Следовательно, реферирование обладает большим обучающим и контролирующим потенциалом.

Кроме активизации навыков различных видов чтения, действия по смысловому свертыванию текста основаны на семантических операциях, которые способствуют мотивированному усвоению иноязычного материала в процессе применения правил построения необходимых языковых структур и преодоления возникающих при этом лексико-грамматических трудностей.

Обучение реферированию как методическая проблема не нова. Она активно стала разрабатываться еще в 70-80-х годах прошлого столетия. Преподавателям хорошо известны имена Л.Н. Бахтиной, Д.Д. Ворониной, В.В. Добровольской, А.Н. Барыкиной, Н.М. Лариохиной, З.А. Федотовой, Н.И. Колесниковой и др. Актуальность ее не уменьшается и сегодня, несмотря на наличие теоретических разработок и изданных пособий.

Реферирование представляет собой рецептивно-репродуктивную деятельность. На первом этапе приема информации речевые действия студентов должны быть направлены на декодирование иноязычного текста. Второй этап состоит в смысловой переработке информации. Как продуктивная деятельность реферирование способствует развитию логичности изложения материала и формирует весь необходимый комплекс речевых навыков и умений *(см Приложение 1)*.

Извлечение информации из целого текста при обучении реферированию связано с таким подходом в языкознании как обработка текста, а именно грамматика текста (называемая также синтаксисом текста или лингвистикой текста). Объектом ее изучения являются не структурные схемы словосочетания, простого и сложного предложения, сложного синтаксического целого, а различного рода высказывания, связанные с ситуацией речи, а также строение текста, выходящего за пределы сложного синтаксического целого. Методически грамотное обучение чтению в настоящее время предполагает знакомство со структурой целого текста и составляющих его единиц.

Чтение – это специфическая форма языкового общения людей посредством печатных или рукописных текстов, одна из основных форм опосредованной коммуникации, первичная обработка письменной информации. В зависимости от цели чтение бывает: просмотровым, ознакомительным, изучающим и поисковым.

При *просмотровом чтении* прежде всего определяется к какой области познаний относится данная информация и отбирается интересующий материал. Потом по заглавию, выходным данным, схемам, таблицам, рисункам, подзаголовкам, по первому и последнему абзацам определяется основная тема текста.

При *ознакомительном чтении* (чтении с общим охватом содержания) происходит знакомство с информацией, заключенной в тексте, с целью понимания общего смысла читаемого. При этом виде чтения выделяется главное, а второстепенное исключается, обобщаются факты, сопоставляются отдельные части текста, а также выделяются ключевые слова и предложения, как и при просмотровом чтении.

Изучающее чтение имеет целью полное понимание смысла текста. Это вдумчивое тщательное чтение. Грамматический анализ отдельных предложений может помочь при затруднении в понимании смысла читаемого. Здесь также предполагается нахождение ключевых слов и предложений. С целью нахождения какого-либо факта, цитаты, фамилии и т.п. проводится беглый просмотр текста с помощью поискового чтения.

При первичном ознакомлении с содержанием новой публикации, при подборе письменных материалов по определенному вопросу с целью дальнейшего реферирования используется просмотровое чтение.

Для написания реферата студенту необходимы следующие навыки и умения:

1) выявление основной фактологической информации в тексте первичного документа;
2) разделение текста на смысловые фрагменты, вычленение основной и существенной информации в этих фрагментах;
3) компрессия языкового оформления информации;
4) лингвистическое оформление текста самого реферата в соответствии с требованиями данного жанра.

Владение техникой реферирования говорит о быстрой переработке информации оригинала и свидетельствует об уровне владения изучаемым языком.

Самостоятельную работу по составлению реферата следует рассматривать как обратную связь, осознание которой студентом и составляет суть самоконтроля.

Основной жанровой особенностью является информативность реферата, которую можно рассматривать как на уровне лексическом, так и синтаксическом. На лексическом уровне отличительной чертой реферата является наличие в нем большого количества слов с наибольшей семантической нагрузкой, специфической особенностью которых является обобщение содержания целых страниц текста оригинала. В роли таких «ёмких слов» часто выступают термины или терминологические устойчивые сочетания, несущие точную информацию. Многие абстрактные существительные в качестве опорных слов становятся настолько емкими по смыслу, что как бы вбирают в себя информацию целых предложений.

В языке реферата максимально выражена тенденция к субстантивизации. Она состоит в преобладании существительных над другими частями речи и ослаблении роли глаголов с ослабленной семантикой с общим значением типа «считать» (to think, to consider, to believe), «рассматривать» (to examine), «описывать» (to describe), «изображать» (to show, to express, to represent, to describe) и т. д. Синтаксис реферата характеризуется значительным разнообразием. Материал подается не в развитии, а в статике. Поэтому в тексте реферата преобладают констатирующие сообщения и перечисления, оформленные в составе простых распространенных предложений.

В реферате, как правило, нет обоснования или обсуждения выдвигаемых положений, примеров, сравнений, сносок или ссылок на первоисточники. Точные даты обобщаются в указание периодов, конкретные имена – в наименования научных школ, направлений и т.д.

Информативность реферата гораздо выше, чем в первичном документе. Уплотнение информации достигается путем более ёмких в смысловом отношении языковых средств и исключением избыточных элементов. При реферировании должна как можно шире использоваться способность слов абстрагировать и обобщать смысл, что находит выражение в работе с так называемыми «ключевыми словами и словосочетаниями» *(key words and word combinations).*

Термины являются ключевыми словами реферата, поскольку текст реферата насыщен терминами, которые обладают большой семантической емкостью и логически притягивают к себе другие слова. Ключевыми словами могут быть однословные термины, но чаще всего – это устойчивые терминологические словосочетания.

Понятие ключевого фрагмента прежде всего связано с термином «ключевое слово». В роли ключевых слов выступают основные, или стержневые слова и словосочетания, несущие особую смысловую нагрузку, составляющие основу любой информации и представляющие особую значимость для понимания текста. Выбор ключевых слов – это первый этап смыслового свертывания, смыслового сжатия материала. Выделение главной мысли – одна из основ умственной культуры при работе с текстом. Широкое распространение получила практика сопровождения реферата или статьи перечнем ключевых слов, которые дают представление об основном содержании документа. Предварительное ознакомление с ключевыми словами определенным образом настраивает на восприятие и последующее понимание текста, дает общее представление о тексте в целом. При работе над рефератом целесообразно выделять или подчеркивать, затем выписывать из текста оригинала ключевые фрагменты. В работе с ключевыми фрагментами следует руководствоваться следующими правилами:

1) фрагменты не связаны друг с другом и не являются фразами;
2) форма, в которой фиксируется фрагмент, может не совпадать с оригиналом;
3) порядок следования фрагментов произволен;
4) ключевые фрагменты могут быть получены в результате перефразирования отрезков оригинала;
5) ключевые фрагменты могут представлять собой смысловые извлечения из соответствующих абзацев.

Таким образом, в процессе чтения и последующей работы с текстом происходит интуитивное использование некоторых слов и фраз в качестве опорных. Такие опорные слова и фразы и называются ключевыми. Ключевые слова и фразы несут основную смысловую и эмоциональную нагрузку содержания текста.

Ключевые слова позволяют с предельной краткостью и необходимой полнотой выразить основное содержание первоисточника. Характерными чертами ключевых слов является номинативность (это существительные или словосочетания с существительными), воспроизводимость (эти слова не являются результатом творческого акта со стороны референта, а используются как готовые компоненты текста), постоянство значения и не-проницаемость (ключевые сочетания не допускают расширения за счет введения в них новых элементов).

Рефераты, как правило, составляются на наиболее интересные и ценные работы, в которых содержится новый материал, дано новое освещение вопроса и т.д. Существуют разнообразные классификации типов рефератов. По характеру исходного материала они могут подразделяться на монографические и обзорные; по типам организации ключевого материала: реферат-конспект (информативный реферат) и рефератрезюме (индикативный реферат).

Реферат-конспект и реферат-резюме могут использоваться при контроле понимания читаемого.

Реферат-конспект призван дать более полное представление о содержании оригинала, тогда как реферат-резюме содержит лишь краткое резюме и граничит с аннотацией.

При определении параметров реферата необходимо исходить из того положения, что пытаться искусственно ограничивать их размеры нецелесообразно. Текст реферата может иметь любой объем. Можно согласиться с А. Вейзе, который считает, что для текстов в 2-3 тысячи слов и более количество предложений в реферате должно соответствовать числу субтекстов (подтем или субтекстов 2-го ранга). Под субтекстом понимают связку абзацев, развивающих одну из подтем текста. Суждение, суммирующее смысл всего текста, является субтекстом 1-го ранга. Суждение, обобщающее одну из текстовых подтем, считается субтекстом 2-го ранга. Таким образом, средний объем учебного реферата – от 50 до 100 слов (10-15 предложений). Принцип соответствия объема реферата (по количеству предложений) числу субтекстов 1-го и 2-го рангов, по мнению многих авторов, можно считать универсальным.

Требования к написанию реферата:

1. *Требование объективности* заключается, прежде всего, в том, что, как отбор материала, подлежащего реферированию, так

и изложение сущности работы, объем реферата, степень детализации т.д., должны определяться теоретическим и практическим значением реферируемого текста, наличием в нем нового, а не личными взглядами, научными интересами и познаниями референта или принадлежностью автора реферируемой работы к той или иной научной школе.

Задачей референта является не критическое рецензирование научной работы, а четкая, лаконичная и объективная информация о ее содержании.

2. *Требование полноты реферата*, т.е. правильное отражение существа и содержания реферируемой публикации, соответствующее объему, назначению и характеру работы, точность в передаче ее содержания. Если в оригинале главная мысль сформулирована недостаточно четко, в реферате она должна быть конкретизирована и выделена.
3. *Требование единства формы,* под которым понимают стиль реферата и его терминологию. Здесь особую важность приобретает соблюдение единства терминов и обозначений.

При обучении реферированию необходимо обратить внимание студентов на следующее:

1. В реферате следует кратко, четко, без искажений и субъективной оценки излагать содержание реферируемого текста. Краткость достигается за счет использования терминологической лексики.
2. В реферате не используются доказательства, рассуждения и исторические экскурсы. Материал подается в форме констатации или описания фактов.
3. Иллюстративный материал (таблицы, схемы, графики, фотографии и рисунки) может быть включен в реферат в том случае, если он не только важен для понимания реферируемого материала, но и отражает основное содержание работы. Все необходимые подписи на графиках и рисунках, включенных в текст реферата, должны быть переведены. На рисунке следу-

ет пронумеровать только те позиции, которые упомянуты в реферате.

4. Если в реферируемой публикации содержится представляющая интерес библиография, необходимо указать на это в конце реферата, например: «библ. 6 названий». Аналогично отмечается имеющийся в публикации иллюстративный материал, например: «5 фото, 8 чертежей, 5 рисунков».
5. Реферат должен быть написан лаконичным литературным языком. Начинать реферат необходимо с изложения существа дела, без вводных фраз, вроде: «Целью настоящей работы (статьи) является ...» (The aim of the research (article), «Автор в данной статье рассматривает ...» (The author describes/investigates ... in this article).

В тексте реферата не должно быть фраз, лишенных конкретного содержания, например, «В конструкции применяется много новинок...» (In constructions a lot of innovations are applied), «Конструкция хорошо приспособлена ...» (The construction is well-equipped).

В реферате не должно быть лишних слов, без которых можно обойтись, например, вместо «производится ремонт», следует сказать «ремонтируется» и т.д. Необходимо избегать длинных и сложных предложений.

6. Заглавие реферата может быть представлено в двух вариантах:

а) заглавием служит точный перевод на русский язык заголовка первичного документа, например: Александр Леж «Крупные компании производят слишком много продукции?» Aleksandr Lezh "Do the large companies produce too many goods?"

б) заглавием реферата является смысловой перевод заголовка первичного документа, если этот заголовок неточно или недостаточно полно отражает основное содержание документа. В этом случае заглавие реферата выносится в квадратные скобки, например: [О месте информации среди социальных наук и о причинах препятствующих ее развитию]. Butten W.E. We know the enemy – do we know our friends? Такое заглавие реферата рекомендуется составлять после того, как полностью уяснена сущность оригинального текста и составлен реферат.

7. Термины. В тексте реферата должна быть использована научная терминология, принятая в русскоязычной и англоязычной литературах по данной отрасли науки и техники. Не следует употреблять иностранные термины, если имеются равнозначные русские. Термины – это слова специальные, ограниченные своим особым назначением; слова, стремящиеся быть однозначными как точное выражение понятий и называние вещей. Это необходимо в науке, технике, политике и дипломатии.
8. Термины существуют не просто в языке, а в составе определенной терминологии. Если в общем языке (вне данной терминологии) слово может быть многозначным, то, попадая в определенную терминологию, оно приобретает однозначность. Термин не нуждается в контексте, как обычное слово, так как он
   – член определенной терминологии, что и выступает вместо контекста;
   – может употребляться изолированно, например, в текстах реестров или заказов в технике;
   – для чего и должен быть однозначным не вообще в языке, а в пределах данной терминологии.
9. В тексте реферата следует сокращать слова и выражения, часто повторяющиеся в данном реферате. После упоминания часто повторяющегося слова (или выражения) в скобках указывается его заглавная буква (или буквы), например: валовой внутренний продукт (ВВП) − gross domestic product (GDP), которое затем повторяется без скобок. В реферате можно сокращать одно или, самое большее, два слова (или выражения). В заголовках сокращения не допускаются.
10. Фамилии в тексте реферата, как правило, рекомендуется приводить на языке оригинала. Фамилии хорошо известных в России иностранных ученых и специалистов следует писать в русской транскрипции. Географические названия даются в русской

транскрипции в соответствии с последним изданием «Атласа мира». В случае отсутствия в указателе к «Атласу мира» русской транскрипции названий, упомянутых в реферате, они приводятся на языке оригинала. Название страны следует давать с учетом установленных сокращений, например: США (USA). Название фирм, учреждений, организаций дается в оригинальном написании. После названия в круглых скобках указывается страна, например: Lakheed (USA), Alpha Limited (Ireland) → «Альфа Лимитед» (компания с ограниченной ответственностью, Ирландия), Microsoft Corporation (USA), L'Oréal (France).

11. Ссылки в тексте реферата на другие работы даются в следующих случаях: а) когда в первоисточнике обсуждается содержание другого документа; б) когда первичный документ является продолжением ранее опубликованного документа. Ссылки в тексте реферата ставятся в круглые скобки.

Реферат, как правило, включает следующие части:

- библиографическое описание первичного документа;
- собственно реферативная часть (текст реферата);
- справочный аппарат, т.е. дополнительные сведения и примечания.

Библиографическое описание – это совокупность сведений о произведении печати, дающих возможность получить представление о его содержании, читательском назначении, объеме, справочном аппарате и т.д. Основными элементами библиографического описания являются: заглавие; сведения об авторстве; выходные данные: место издания, наименование издательства или издающей организации, год издания. Факультативными элементами являются: количество страниц, наличие иллюстраций.

К справочному аппарату относятся сведения, дополнительно характеризующие первоисточник: число иллюстраций и таблиц, количество источников в списке использованной литературы; примечания референта, его собственное мнение относительно обозреваемых вопросов (эта часть реферата не является строго обязательной, но если собственное мнение референта четко определено, оно может быть включено в реферат.

Текст реферата следует строить по следующему плану:

- цель и методика исследования (изучения) или разработки;
- конкретные данные о предмете исследования (изучения) или разработки, его изучаемых свойствах;
- временные и пространственные характеристики исследования;
- результаты и выводы.

Структура реферата и механизм его составления зависит от логических структур реферируемого текста.

Способ свертывания текста-описания и текста-рассуждения будет различным.

Текст-описание представляет собой гомогенную систему. В текстах этого типа перечисляется ряд однородных предметов и их свойств, идет выделение каких-то основных явлений или процессов и их составных частей, а также описываются их свойства. В таких текстах можно выделить главные и второстепенные центры описания. По этим признакам устанавливаются критерии значимости информации описательного текста. В данном случае допускается сокращение информации путем редукции некоторых элементов текста-описания.

В тексте-рассуждении все элементы функционируют разнотипно, т.е. это гетерогенная система. Данный тип текста сокращается путем обобщения отдельных его элементов.

Далее подробно рассмотрим процесс составления таких рефератов, как реферат-конспект (информативный реферат) и реферат-резюме (индикативный реферат).

В данном случае разделим процесс реферирования текста первичного документа (экономической статьи) на три этапа:

1-й этап подразумевает чтение исходного текста (один и более раз) и его анализ с целью детального понимания основного содержания текста, осмысления его фактической информации (изучающее чтение).

2-й этап включает операции с текстом первоисточника: текст разбивается на отдельные смысловые фрагменты с целью извлечения основной и необходимой информации каждого из них.

3-й этап есть свертывание, сокращение, обобщение, компрессия выделенной основной фактологической информации и оформление текста реферата в соответствии с принятой моделью реферата *(см. Приложение 3)*.

В реферате используются речевые клише, характерные для данного жанра научного стиля речи:

1. Автор останавливается на вопросе... (The author stresses the question...)
2. Он анализирует... (He analyses)
3. Оценивая, он отмечает... (He underlines...)
4. Далее автор рассматривает… (Then the author describes/ investigates...)
5. При этом он отмечает... (He focuses / points out)
6. Самым серьезным последствием этого является... (The most serious consequence of it is...)
7. Отсюда автор делает вывод, что... (The author comes to the conclusion...)
8. Задача, по мнению автора, заключается в том, чтобы...
9. (The author considers the main task is...)
10. Автор рассматривает... (The author investigates...)

Вопросы учебного реферирования в группах студентов должны решаться преподавателем в основном на материале текстов по специальности с использованием серии разработанных заданий, направленных на развитие требуемых умений, так как здесь важное значение имеют факторы, определяющие специфику данного контингента обучаемых, а именно их психологические и субъективно-личностные особенности: сознательность и целеустремленность, понимание значимости и ценности знания иностранного языка для совершенствования в избранной ими области науки и в связи с этим возникновение явно осознанной мотивированной потребности в иностранном языке; заинтересованность в оперативном получении актуальной иноязычной информации из первоисточников. Опыт чтения аспирантами научной литературы на родном языке позволяет им при чтении иноязычного текста привлекать свои профессиональные знания. Это означает, что курс обучения, построенный на тематическом и языковом материале по специальности, стимулирует ресурсы личности, вызывает у обучаемого стойкие и положительные эмоции и активизирует потенциальные межпредметные возможности овладения иностранным языком в сжатые сроки.

Исходя из опыта работы с аспирантами и соискателями в неязыковом вузе, можно утверждать, что для реферирования целесообразнее применять английские аутентичные тексты и такие виды чтения, как изучающее, просмотровое и ознакомительное (по классификации, принятой общей методикой обучения иностранным языкам). Все тексты необходимо сопровождать предтекстовыми и послетекстовыми упражнениями. Предтекстовые упражнения, в том числе и лексико-грамматического характера, направлены на подготовку аспиранта к восприятию текста. Послетекстовые упражнения развивают у него навыки целостного восприятия текста, извлечения основной информации и умения передать ее в сжатой форме.

Использование аутентичных материалов содействует также и пробуждению познавательной мотивации у аспирантов, так как они знакомятся с некоторыми неизвестными фактами из современной жизни страны изучаемого языка, а это вызывает их интерес и стимулирует познавательную активность. Кроме того, работа с такими текстами позволяет молодым специалистам осознать, что они обращаются к источнику информации, которым пользуются сами носители языка. Это, в свою очередь, повышает практическую ценность владения иностранным языком. Чтение, а затем и реферирование аутентичных статей не только требует знаний реалий, образа жизни, культуры страны изучаемого языка, но и становится источником ценных знаний. Например, статьи из журналов “Business Economics”, “Economics Letters”, “Journal of International Economics”, которые используются при обучении иностранному языку в неязыковом вузе, являются неистощимым источником современной лексики, фразеологических оборотов, клише. Таким образом, обращение к научным статьям для реферирования из первоисточников позволяет не только познакомить аспирантов с процессами, происходящими в странах изучаемого языка, но и расширить их общий кругозор и, как следствие, повысить коммуникативную компетенцию молодых специалистов. Так как в процессе реферирования текста требуется проникнуть в описание результатов исследования, таблиц и графиков текста-первоисточника, то возникает потребность в адекватном переводе; при обучении реферированию необходимо сочетать методику обучения чтению и переводу как видам речевой деятельности.

Реферирование является рациональным приемом обработки содержания текста, поэтому при обучении реферированию можно посоветовать использование следующих упражнений: выделение ключевых слов и предложений; ответы на вопросы, способствующие обобщению текста; упрощение структуры сложных распространенных предложений; обобщение содержания и выделение главной мысли каждого абзаца; составление логического плана текста; подразделение текста на введение, главную часть и заключение. В качестве подготовительной работы рекомендуются такие приемы, как деление текста на смысловые отрывки, озаглавливание этих отрывков и составление плана; сокращение текста; лексический, грамматический и смысловой перифраз. Реферирование экономической статьи должно осуществляться на основе разработанной преподавателем модели.

ЧАСТЬ 2. РЕФЕРИРОВАНИЕ НАУЧНЫХ И ПУБЛИЦИСТИЧЕСКИХ ТЕКСТОВ

В процессе реферирования текста задействованы два метода мышления: анализ и синтез. Анализ позволяет выделить наиболее ценную информацию, отделить второстепенные сведения и данные, т.е. совершить определенные аналитические операции, без которых невозможно извлечь основное содержание оригинала. Одновременно с процессом анализа текста происходит процесс его синтеза, т.е. соединение в логическое целое той основной информации, которая получена в результате аналитических операций. Таким образом, очевидно, что недостаточно усвоить информацию оригинала в целом или по частям (анализ), необходимо научиться выделять главное содержание, кратко его сформулировать и представить в логической последовательности (синтез).

Устное реферирование статьи на иностранном языке является одним из сложных комплексных умений, предполагающем наличие высокого уровня развития умений аналитического чтения с извлечением всей фактической информации и полного смысла прочитанного текста, а также умений монологической речи, позволяющих построить связное логичное высказывание, адекватно отражающее смысл прочитанного текста. В самом общем виде при реферировании перед обучаемыми стоят две задачи – чтение с глубоким и полным пониманием текста и передача содержания адекватными языковыми средствами в соответствии с правилами, предъявляемыми к этому виду речевой деятельности на иностранном языке.

Существуют различные структуры реферирования научных и публицистических текстов на иностранном языке, мы же представляем комплексную модель (план) реферирования, которая состоит из 7 частей (разделов).

1. Название статьи / The title of the article (студент/соискатель представляет полное название статьи на иностранном языке, используя представленные речевые клише):
   – The title is headlined ... (Название статьи − ...).

- The headline of the article is ... (Название статьи − ...).
- The headline of the article I have read is ... (Заголовок статьи, которую я прочитал, − ...).

2. Автор статьи, где и когда была опубликована статья / The author of the article, where and when the article was published (студент / соискатель представляет вводные данные о статье):
   - The author of the article is ... (Автор статьи − ...).
   - The article is written by ... (Статья написана ...).
   - It is (was) published in ... (Она публикуется (была опубликована) ...).
   - It is (was) printed in ... (Она печатается (была напечатана) ...).
3. Основная тема и цели статьи/The main theme and aims of the article (аспирант / соискатель раскрывает основную тему статьи, и какие автор ставит цели, т.е. общую характеристику статьи):
   - The article is about... (Статья о ...).
   - The article is devoted to ... (Статья посвящена ...).
   - The article deals with ... (Статья связана с ...).
   - The article touches upon ... (Статья касается ...).
   - The purpose/aim of the article is ... (Цель статьи − ...)
   - The purpose of the article is to give the reader some information on ... (Цель статьи − предоставить читателю информацию о ...).
   - The aim of the article is to provide the reader with some material on … (Цель статьи − снабдить читателя материалом о ...).
4. Проблемы статьи / The problems of the article (студент/соискатель перечисляет проблемы, затронутые автором, и раскрывает их сущность):
   - The author describes the following problems: ... (Автор описывает следующие проблемы: ...).
   - The author investigates such kind of problem as ... (Автор исследует такую проблему, как ...).
   - The main problems of the article are. . (Основные проблемы в статье ...).

5. The structure of the article / Композиция статьи (аспирант / соискатель выделяет основные части (разделы) статьи):
   – The article consists of ... parts (Статья состоит из ... частей).
   – The article includes ... parts (Статья включает ... частей).
6. Содержание статьи. Некоторые факты, названия, числа/ The contents of the article. Some facts, names, figures (студент / соискатель представляет основное содержание статьи и основные факты):
   – The author starts by telling the reader that... (Автор начинает с того, что рассказывает читателю о ...).
   – The author writes (starts, stresses, thinks, points out) that... (Автор пишет (начинает, акцентирует, думает/полагает, выделяет), что ...).
   – The article describes ... (Статья описывает ...).
   – According to the text... (Согласно тексту ...).
   – The article goes on to say that... (В статье продолжается разговор о ...).
   – In conclusion ... (В заключении ...).
   – The author comes to the conclusion that... (Автор приходит к заключению, что ...).
7. Your opinion of the article / Ваше мнение о статье (аспирант/ соискатель высказывает свое личное мнение о прочитанной статье):
   – I found the article ... (Я нахожу статью ...) interesting инересной) unimportant (важной) dull (скучной) of no value (не имеющей ценности) too hard to understand (очень сложной для понимания).

Модель реферата статьи на английском языке может быть дополнена использованием следующих речевых клише:

1. The “Economist” dated the 10th of October carries an article headlined... (В журнале «Экономист» от 10 октября представлена статья под названием...)

2. The article published in newspaper deals with ... (Статья, опубликованная в газете, связана с ...).
3. The article is devoted to the analysis of the situation in ... (to the question of..., to the description of...) (Статья посвящена анализу ситуации в ... (вопросу..., описанию ...).
4. The article:
   – discusses (expresses) the view that... (В статье обсуждается (акцентируется) точка зрения ...).
   – concentrates on ... (Статья концентрируется на ...).
   – focuses the readers' attention on ... (Статья концентрирует внимание читателей на ...).
   – highlights ... (В статье подчеркивается ...).
   – points out... (В статье выделяется ...).
   – stresses that ... (Статья акцентирует ...).
   – suggests that... (В статье предлагается ...).
   – sums up ... (Статья резюмирует ...).
   – characterizes (Статья характеризует ...).
   – introduces (Статья знакомит ...).
   – emphasizes (Статья акцентирует/выделяет ...).
   – explains (Статья объясняет/разъясняет)
   – rises ... (Статья раскрывает ...).
   – strongly criticizes ... (В статье сильно критикуется ...).
   – strongly denounces ... (В статье сильно осуждается ...).
   – strongly condemns... (В статье сильно осуждается ...).
   – make a few critical remarks on (В статья делается несколько критических замечаний ...).
   – reveals ... (В статье разоблачается ...).
   – reviews... (В статье делается обзор ...).
   – considers... (Статья рассматривает ...).
   – comes out against... (Статья выступает против ...).
   – is opposed to... (Статья противостоит ...).
   – comes out in support of... (Статья выступает в поддержку ...).
   – goes on to say... (В статье продолжает говориться ...).

– touches upon ... (Статья касается ...).
– deals with... (Статья связана с ...).
– is devoted to ... (Статья посвящена ...).

5. It should be mentioned that... (Следует упомянуть, что ...).
6. The article under review is the main front page story about... (Реферируемая статья о ... находится на первой полосе).
7. In conclusion the article says ... (В заключении статьи говорится о ...).
8. – The purpose of the article published in ... is to give the reader some idea of... (Цель статьи, опубликованной в ... − дать читателю представление о ...).

   – The aim of the article published in ... is to provide the reader with some information on ...(Цель статьи, опубликованной в ... − обеспечить читателя информацией о ...).

Представленная модель может быть дополнена различными фразами-синонимами и речевыми клише в зависимости от сложности реферируемой статьи и мнения референта *(см. Приложение 2)*.

В следующем разделе будут представлены статьи и блок заданий, способствующие более точному реферированию статей. В данный блок заданий будут входить следующие упражнения:

1. Read the article and try to explain the underlined words and phrases (Прочитайте статью и попытайтесь объяснить подчеркнутые слова и фразы).
2. Read the article and try to translate the underlined words and phrases (Прочитайте статью и попытайтесь перевести подчеркнутые слова и фразы).
3. Answer the following questions (Ответьте на следующие вопросы)
4. Make up questions to the contents of the article (Составьте вопросы к содержанию статьи).
5. Give Russian equivalents of the following words and phrases and make up a situation with them (Найдите русские эквиваленты следующим словам и фразам и составьте ситуацию с ними).

6. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them (Найдите английские эквиваленты следующим словам и фразам. Воспроизведите предложения с ними).
7. Try to make up a situation with underlined words and word combinations (Попытайтесь составить ситуацию с подчеркнутыми словами и словосочетаниями)
8. Try to make up a dialogue with the underlined words and phrases (Попытайтесь составить диалог с подчеркнутыми словами и фразами).
9. Try to translate the underlined words and word combinations (Попытайтесь перевести подчеркнутые слова и словосочетания).
10. Render the article in English using the underlined words and phrases (Прореферируйте статью на английском языке, используя подчеркнутые слова и фразы).

Common connective words

Addition	Sequence	Result	Contrast
in addition and similarly likewise = as well as besides furthermore moreover and then too what's more not only… but even besides this / that also	first(ly) initially second (ly) etc. to begin with then next earlier / later after this / that following this / that afterwards	as a result thus so therefore consequently it follows that thereby eventually then in that case admittedly this / which leads to this / which results in	however on the other hand despite in spite of though although but while whereas on the contrary otherwise yet instead of rather than… nonetheless

			nevertheless even though compared with in contrast alternatively still
Certainly	**Condition**	**Definition**	**Summary**
obviously certainly needless to say it goes without saying that… of course certainly plainly undoubtedly	if unless whether provided that as long as for so that whether depending on even if	refers to means that is consists of	in conclusion in summary lastly finally to sum up to conclude in short
Example	**Reason**	**Time**	**Purpose**
for instance one example for example just as in particular such as namely to illustrate	since as so because (of) due to owing to thanks to the reason why / for in other words this / which results from	before after since as till / until meanwhile at the moment when whenever as soon as just as	so as in order to so that

Следование алгоритму чтения и составления плана резюме, а также использование клишированных выражений позволяет минимизировать количество ошибок, связанных с содержательной и структурной стороной реферированного текста. Клише – это речевой стереотип, готовый оборот, используемый в качестве легко воспроизводимого в определенных условиях и контекстах стандарта. Реферирование статьи предполагает использование подобных речевых стереотипов как средств для максимально полной и адекватной передачи содержания реферируемой статьи. Они облегчают процесс коммуникации, экономят усилия, мыслительную энергию и время отправителя и получателя речи. Однако очень важно, чтобы обучаемые осознавали, что эти выражения являются только средством для максимально полной и адекватной передачи содержания реферируемой статьи.

Необходимо отметить, что при отборе публицистических и научных материалов, предлагаемых для реферирования, отдается предпочтение профессионально-ориентированным текстам, которые принадлежат определенной области знания, являются компонентом специального дискурса, содержит в себе определенную терминологическую номенклатуру и профессионально-значимую информацию.

Итоговой целью обучения реферированию является овладение комплексным умением реферирования и комментирования публицистической статьи с соблюдением всех требований к структурно-семантическому, логическому, эмотивно-оценочному построению данного вида монологических высказываний *(см. Приложение 5)*.

ЧАСТЬ 3. СТАТЬИ ДЛЯ РЕФЕРИРОВАНИЯ

В данном разделе представлены тексты статей и ряд лексических упражнений, позволяющих более грамотно изучить содержание статей и составить реферат. Данный раздел содержит 25 статей на английском языке, каждая статья включает 4 лексических упражнения. Перед составлением реферата необходимо выполнить предложенные задания. В качестве дополнительного задания, направленного на развитие реферативной компетенции обучающихся, предлагается комплекс подводящих упражнений, представленных в *Приложении 5.*

Article 1

1. **Read the article and try to explain the underlined words and phrases.**

Student Reporters Fill Crucial Gap in State Government Coverage

By Richard Watts

https://theconversation.com/student-reporters-fill-crucial-gap-in-state-government-coverage-201456

6 April 2023

Devon Sanders, a statehouse reporter and student at the Lousiana State University Manship School of Mass Communication, interviewed State Rep. Katrina Jackson in 2018.

The local news business is in crisis. The nation is currently losing two community newspapers a week, on average, and 70 million Americans live in <u>news deserts</u>, communities with little or no local news coverage. In much of the remaining territory, all that's left <u>are decimated newsrooms</u> and <u>advertisement-heavy publications</u> with little local news, sometimes called "ghost papers."

The problem is even more acute when it comes to covering the nation's statehouses. The total number of full-time statehouse reporters declined by 6% from 2014 to 2022.

Where full-time staff reporters have disappeared, university-led statehouse reporting programs have stepped in, according to research from the nonprofit, nonpartisan Pew Research Center. More than 10% of statehouse re-porters are students, and in some states they are a significant presence in the statehouse media corps.

Journalism boosts democracy. An informed citizenry is vital to a thriving democracy. Researchers have found strong ties between the availability of local news and community engagement, voting participation and number of candidates running for local office. Less local news leads to increased polarization and higher municipal government costs to taxpayers as accountability reporting declines.

Statehouse reporting programs are part of a larger commitment by universities to connect student education with local news needs. Through classes, newsrooms and media collaborations, these programs give students essential opportunities to use skills they have learned in classrooms – and provide badly needed local news coverage. Emerging scholarship finds partnerships between news outlets and universities are effective at both teaching students and serving the public.

I lead a national effort to document these programs around the country as part of the Center for Community News. As of early 2023, we had cataloged more than 120 programs in which university-led student reporting is contributing to local news coverage. Among those, we found 20 instances of university-coordinated statehouse reporting, covering 19 states; Florida has two.

How the programs operate. These programs are not internships but statehouse reporting bureaus led by veteran journalists who assign, edit and vet student work to ensure it meets ethical and professional standards.

Once ready for publication, the students' work is shared with media plat-forms around the state, almost always free of charge. During 2022, about 250 student reporters produced more than 1,000 stories for

1,200 media outlets across 17 states. The remaining two states' programs, in Texas and Vermont, started in 2023.

Under professional direction, student reporters are producing important state-government stories across the country.

For example, at the University of Missouri, student stories on lack of high-speed Internet service in rural areas in 2018 built momentum for lawmakers to pass new legislation that has provided millions of additional dollars to increase access to broadband.

In early 2023, the University of Florida's statehouse team broke the story of a new US$300,000 private swimming pool being built at the mansion occu-pied free of cost by the university president just before Ben Sasse, a former U.S. senator, assumed that role.

In Louisiana, 92 publications run stories from Louisiana State University's statehouse reporting team. In a companion effort, called the Cold Case project, students dive deeply into racist murders from the state's past.

In Montana, a student statehouse reporter wrote a probing story in early 2023 questioning spending in a state fund focused on mental health and health prevention. The story was republished widely, including in small papers like the Ekalaka Eagle, serving a town of 400 people, as well as the statewide news outlet the Montana Free Press. A week later, Gov. Greg Gianforte announced $2.1 million in new spending on universal mental health screening from the fund.

As far back as 2016, series of stories from the University of Maryland's Capital News Service generated a lot of attention about the lack of state oversight of nursing homes. Maryland Attorney General Brian Frosh cited the students' work in his pursuit of new regulations; legislators passed two laws addressing issues raised in the series.

New programs launch. In Vermont, the University of Ver-mont's Community News Service started a statehouse reporting program this spring with three students who each receive six credits and a stipend of $1,000. Together the students have already published 23 stories on issues as wide-ranging as diversifying agriculture and child marriage.

For our university, the program meets several needs: Students get experience, <u>media outlets get content</u> and the university meets its public-service mission.

Clearly, more colleges and universities can step in to fill statehouse re-porting gaps. We found that in just eight states – Georgia, Tennessee, Kentucky, Mississippi, South Carolina, New Jersey, Connecticut and Rhode Island – there are 42 colleges and universities with more than 200,000 students within 10 miles of the statehouses.

Public universities, with their public service mission and <u>long-standing journalism programs</u>, provide most of the student reporters in our study. Private colleges are largely missing.

Student journalists in these university-led programs are filling local news gaps, <u>adding legislative stories</u> that are lacking while also building skills, <u>polishing their clips</u> and learning how government works.

I believe more public and private universities need to follow their lead. Democracy depends on an informed public.

2. **Make up questions to the contents of the article (How do student reporters fill crucial gap in state government coverage? What are the advantages of statehouse reporting programs?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   to cover the nation's statehouses, full-time staff reporters, strong ties, taxpayers, ethical and professional standards, free of charge, to contribute to local news coverage, to generate a lot of attention, to meet public-service mission, to fill local news gaps.
4. **Render the article in English using the underlined words and phrases.**

Article 2

1. **Read the article and try to translate the underlined words and phrases.**

Insight Out: The Importance of Student Journalism to Campus Life

https://stmikes.utoronto.ca/news/insightout-the-importance-of-student-journalism-to-campus-life

Chiara Greco is a fourth-year student studying Philosophy and English at St. Mike's College. Since her second year she has been involved with student journalism and harbours a deep passion for the field. She is currently the Editor in Chief of The Mike, our official student newspaper.

When I reflect on the importance of student journalism, especially in a time when we have been struck with a global pandemic, my immediate reaction is to create a defence of the field. <u>To rake up all the reasons in my head</u> why student journalism is important and worthwhile. While I can't be sure where this response came from, I am sure that many people question the choice of being a student journalist – of the <u>added stress</u> without perhaps the <u>large reward or payoff</u>, or even <u>exposure</u>, that professional journalists get in breaking stories. While I've been told the career path I have chosen may be a "dying field" I've still prospered through my experience and, if anything, this global pandemic has shown me exactly why student journalism is so important.

In a time of <u>social distancing</u> the importance of staying connected through stories, media, and news is so pertinent. Our current global crisis <u>has unveiled the dependence</u> we all have on media and news to connect us. I'll be the first to admit that virtual living – and learning, for that matter – can be very <u>impersonal, and presents a challenge to most</u>. But the job of student journalists is to bridge this gap between virtual life and 'normal' life for students across the university community. Student journalism is a <u>pillar of university life on campus</u>, and with our new-found virtual world, student journalists are those who will form the path towards online community. Stories are the basis of life, the overarching connection we all have to each other, and it is through journalism that these stories get communicated.

While my experience will not speak for everyone, I understand the im-portance of representing the masses, of being a voice to and for the unheard, and of cultivating a personal experience through our shared stories. Student newspapers like *The Mike* are an avenue in which this cultivation takes place – and, frankly, it's hard to imagine university life without student newspapers or the journalists who staff them.

My time at St. Michael's College has been defined by my involvement with The Mike, starting at the beginning of my second year. From working on the news team to becoming the Editor in Chief, I've understood that student journalists have a nuanced responsibility to their peers. We have a responsibility not only to hold our school accountable but also to be a reliable source of student life and news. Integrity, facts, and accountability summarize the three pillars which have come to define my experience of student journalism, and they will continue to guide me through my role with student publications.

Over the summer as I prepared for my role as Editor-in-Chief I faced many challenges in reinventing the paper as an online periodical. The future of The Mike fell into my hands, and while it may have seemed like a large task to take on, especially with the challenges of the pandemic, I was privileged to represent the St. Mike's community. As I transitioned into my role I began to prepare for things none of my predecessors had to ready for – how to run a printed student newspaper during a global pandemic. With no precedent, changing the course of The Mike meant I had to evaluate the immense role student newspapers have within the university community. To put it simply, without student newspapers one of the most crucial aspects of student life would be taken away. In this way, The Mike's achievements and success translate directly into St. Mike's overall successes and achievements.

For as long as can be remembered *The Mike* has delivered students with a print version of the paper across campus newsstands. But the newspaper has been forced to make some hard decisions, such as forgoing our printed paper for now. But since *The Mike's* inception our intake of news as students has changed drastically. While an online publication may take away the feeling of holding a physical copy of your work, we now rely more than ever on online avenues to give us news and connection, so *The Mike's* online home has gone through a complete 180. We've changed our website and delivery to allow more students to access and stay up to date with our publication and newsletters.

It is the duty of student journalists to deliver their colleagues' voices on campus. The importance of cultivating a community across borders is exactly why student journalism is so valuable, because without it the distance between us would be far exacerbated. Student journalists, like professionals in the field, need to become experts on our own community. We need to become a voice for those students who may otherwise not be represented on campus. But this wide range of representation is only accomplished if students contribute their voices. The more voices published in *The Mike*, the more the diverse and accurate the representation of our community. So while a printed copy of the paper would be an ultimate goal, we have to remember the importance of accessibility and inclusivity when representing the student community. In a time of social distance, it only makes sense for student journalists to present student life as such.

While this pandemic has taught me many things, both good and bad, navigating my role as a student journalist and Editor in Chief of The Mike will perhaps be one of my biggest takeaways. Student journalism is at the heart of every university and college campus. It's what connects us all.

2. **Make up questions to the contents of the article (What is The importance of student journalism to campus life? Why do many people question the choice of being a student journalist? Why is it hard to imagine university life without student newspapers or the journalists who staff them?).**
3. **Give Russian equivalents of the following words and phrases and make up a dialogue with them:**

immediate reaction, career path, to form the path towards online community, virtual living, overarching connection, to be privileged to represent, crucial aspects, deliver the colleagues' voices, to rely on online avenues, ultimate goal, to bridge this gap.

4. **Render the article in English using the underlined words and phrases.**

Article 3

1. **Read the article and try to explain the underlined words and phrases.**

The News is Fading from Sight on Big Social Media Platforms – Where Does that Leave Journalism?

By Merja Myllylahti

https://theconversation.com/the-news-is-fading-from-sight-on-big-social-media-platforms-where-does-that-leave-journalism-218522

30 November, 2023

According to a recent survey by the News Media Association, 90% of editors in the United Kingdom "believe that Google and Meta pose an existential threat to journalism".

Why the pessimism? Because being in the news business but relying on social media platforms and search engines has become very risky. The big tech companies are de-prioritising news content, making it harder for citizens to find verified information produced by journalists.

It is arguable the threat isn't necessarily existential. News companies are also leaving social media platforms, potentially claiming back some control and building resilience into their revenue models.

Leading New Zealand digital publisher Stuff, for example, recently decided to stop posting its content on X (formerly Twitter), "except stories that are of urgent public interest – such as health and safety emergencies".

But as I describe in my new book, From Paper to Platform, news organisations that continue to conduct their news business via these platforms will have limited control. As social media companies and search engines change the terms of their services at will, news companies are left to deal with the consequences.

Risks of 'platformed publishing'. Platforms such as Google and Facebook play various roles in the modern media ecosystem. Consequently, their actions create multiple risk points for news media. The impacts differ, of course, depending on each news company's own goals and strategies.

As one Scandinavian study of media risk management noted, "platforms pose a competitive threat to news organisations". But that threat varies, depending on how news organisations respond, and how reliant they are on those platforms for audience reach or funding.

News companies distribute their content on platforms such as Facebook or X because that's where their audience is – at least a large proportion of it, anyway. But news is poorly promoted by those platforms, and Google and Facebook admit news makes up only a tiny fraction of their overall content.

Furthermore, the visibility of news within these platforms is rapidly declining. The result is described by the authors of The Power of Platforms as "platformed publishing": *a situation where some news organisations have almost no control over the distribution of their journalism because they publish primarily to platforms defined by coding technologies, business models, and cultural conventions over which they have little influence.*

As a recent Wired article observed, "Facebook is done with news": its parent company Meta is "killing off the News tab in France, Germany and the UK", having already temporarily blocked access to news content in Australia in 2021 and more recently in Canada where the blackout continues.

Instagram's new Threads app (also owned by Meta) has no appetite for hard news, Google's search results offer less news, and X has stopped showing news headlines and links on tweets.

Weakening democracy. The New Zealand news publishers I spoke to generally believe platform algorithms don't prioritise factual news content. As one observed, the "platforms have the control over algorithms". Another noted how platforms "can bury or promote you as they like, their tweaks in algorithms determine your fate".

This has real consequences beyond the impact on media metrics and advertising revenue. Platforms have an influence on democratic processes – including elections.

The same News Media Association survey quoted at the start of this article also reveals 77% of UK editors believe <u>platform antics</u> such as news blackouts will weaken democratic societies.

When people cannot access (or have limited access to) verified and trusted news, other things <u>fill the void</u>. The Israel-Gaza conflict, to take just the most recent example, has seen an <u>increase in disinformation</u> on X – to the extent the European Union's digital rights chief warned owner Elon Musk he was potentially breaching EU law.

2. **Make up questions to the contents of the article. (Why do editors in the United Kingdom believe that Google and Meta pose an existential threat to journalism? What are the risks of 'platformed publishing'?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   verified information, to deal with the consequences, to pose a threat, to block access, advertising revenue, digital rights, influence on democratic processes, verified news, hard news, impact on media metrics.
4. **Render the article in English using the underlined words and phrases.**

Article 4

1. Read the article and try to explain the underlined words and phrases.

The Role of the Media in Fighting Corruption

https://www.unodc.org/e4j/en/anti-corruption/module-10/key-issues/the-role-of-the-media-in-fighting-corruption.html

The media (including social media) has an important role in the fight against corruption as it can demand accountability and transparency from the public and private sectors. There are several studies that have demonstrated the correlation between press freedom and corruption (Bolsius, 2012; Brunetti and Weder, 2003; Chowdhury, 2004; Fardig, Andersson, and Oscarsson, 2011). The media provides information on public sector corruption where governmental activity is opaque by design or by default. The media, and in particular investigative journalism, plays a crucial role in exposing corruption to public scrutiny and fighting against impunity. This is set out in the Organisation for Economic Co-operation and Development (OECD) report on the role of the media and investigative journalism (2018). A prominent example of international cooperation activities that brought fraud and corruption to the attention of the public and law enforcement authorities is offered by the International Consortium of Investigative Journalists (ICIJ). The United Nations Office on Drugs and Crime (UNODC) publication *Reporting on Corruption: A Resource Tool for Governments and Journalists* (2014) examines and elucidates good practices in the journalism profession and in legislation promoting broader freedoms of opinion and expression that can support anti-corruption efforts.

In many countries, the media confronts unethical people or practices and may often be the catalyst for a criminal or other investigation. For instance, in South Africa, news reports on large-scale corruption and clientelism at the highest levels prompted the Office of the Public Protector (an independent ombudsman) to investigate the allegations. This investigation led to the 2014 Nkandla report and the 2016 State Capture report which found unethical and illegal activity by the then President Jacob Zuma, which contributed to his decision to resign in February 2018. In Bulgaria, in 2019, a joint investigation by Radio Free Europe and the NGO Anti-Corruption Fund revealed that many high-level politicians and public officials had acquired luxury apartments at prices far below the market rates. This investigation led to the resignation of the then Justice Minister, three vice-ministers, several MPs as well as the head of the Bulgarian Anti-Corruption Agency. These types of outcome have been described by Stapenhurst (2000) as the "tangible effects" of the media's fight against corruption, while the "intangible effects" of media anti-corruption efforts include "enhanced political pluralism, enlivened political debate and a heightened sense of accountability among politicians, institutions and public bodies".

Media reports on corruption have also taken centre stage at the global level. A case that demonstrates the importance of journalists and the media in detecting incidents of corruption is the Mossack Fonseca Papers case (widely known as the Panama Papers case). In 2015, an anonymous source leaked documents from the Panama-based firm Mossack Fonseca to the German newspaper *Süddeutsche Zeitung*. The newspaper investigated the documents with the help of the International Consortium of Investigative Journalists (ICIJ) and published over 11.5 million documents containing information about secret trusts, financial transactions with tax havens, and more than 200,000 offshore entities (the online database Offshoreleaks, created by ICIJ, provides open access to all papers leaked from Mossack Fonseca). The release of these documents has led to lawsuits in numerous countries around the world. Over USD 1.2 billion have been recovered in countries including Iceland, Uruguay, Mexico, New Zealand, Belgium and the United Kingdom.

Stapenhurst (2000) distinguishes tangible (direct) and intangible (indirect) ways in which the media assists in detecting corruption. Examples of tangible effects of exposing corruption in the media include: fuelling public outrage at corruption in government, forcing the impeachment and resignation of a corrupt official, prompting formal investigations into corruption, and spurring citizen pressure for the reform of corrupt States. An example of an intangible effect of the media on corruption is raising public awareness about weak economic competition, and the fact that more competition could increase accountability and create incentives for public officials to investigate corruption (Stapenhurst, 2000).

The extent to which journalists can assist in detecting corruption depends on whether the media is free and independent. For media reporting and journalism to play an effective role in corruption detection, the media has to be free and independent. Freedom of information (FOI) laws are important in determining the role of the media in detecting corruption. Further, there must be legislative frameworks in place to protect journalists and their sources from unfounded lawsuits, recrimination and victimization (OECD, 2018). On the extreme end of the scale, whistle-blowers and journalists have been killed for their role in exposing corruption.

Despite the importance and utility of the media in the fight against corruption, media ownership may undermine anti-corruption efforts, especially where politicians, business leaders or corrupt elites unduly influence the media. In such cases, media reporting may be biased and used to manipulate citizens (Freille, Harque, and Kneller, 2007). Investigative journalists have reported intimidation, attempts to undermine their professional credibility and political represions. Moreover, journalists often receive death threats and some have been killed because of their investigations on corruption (OECD, 2018). According to a report of the Committee to Protect Journalists, 34 journalists were murdered in 2018 alone. Freelance journalists are more exposed to violence than other journalists, probably because they lack adequate institutional protection (OECD, 2018) and are also more likely to take higher risk jobs. Moreover, private media owners or the State may heavily interfere with freedom of expression.

Social media is considered more widely accessible, and more resistant to top-down control compared to traditional media. Social media fights corruption by providing information in the form of analysis, commentary and advocacy and through investigations and crowdsourcing. Social media provides an outlet for so-called "citizen journalism" as there are several social media platforms where citizens can provide information on corruption, which is then investigated by government authorities or journalists. Social media may also mobilize public opinion in a way that increases citizen engagement with particular issues (Robertson, 2018), and, on reaching a certain level, this can lead to uprisings and changes in government, as has occurred in several countries such as Tunisia, Egypt and Armenia through activism on Twitter (Enikolopov, Petrova, and Sonin, 2018). Notwithstanding the positive effect that social media can have in engaging citizens in the fight against corruption, it should be taken into consideration that the contemporary mass media platforms are vulnerable to abuse, which can lead to the sustained spread of disinformation among citizens. In particular, the growing prevalence of false information spread via social media - known as "fake news" - has become a major threat to public trust in both mainstream and independent media outlets. Fake news not only disseminates incorrect information, but is also often used with malicious intent, for example to discredit political adversaries by casting doubt on their integrity through weaponized reports alleging corrupt conduct, or to discredit journalists who report cases of corruption accurately (Kossow, 2018). Countering such abuses requires the coordinated efforts of the whole society, which again brings to mind the collective action problems mentioned earlier.

2. **Make up questions to the contents of the article**
   (What is the role of the media in fighting corruption, in your opinion? How do journalists confronts unethical people in many countries? What examples of international cooperation in fighting corruption can you describe?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   to elucidate good practices, investigative journalism, to be the catalyst for, unethical activity, sense of accountability, to raise public awareness about, to be biased, to mobilize public opinion, spread of disinformation, public trust, media outlets.
4. **Render the article in English using the underlined words and phrases.**

Article 5

1. Read the article and try to explain the underlined words and phrases.

Journalism Is a Public Good and Should Be Publicly Funded

By Patrick Walters

https://www.scientificamerican.com/article/journalism-is-a-public-good-and-should-be-publicly-funded/

4 August, 2023

U.S. journalism needs to be treated as a "public good" like roads, schools and bridges

"<u>News deserts</u>" have proliferated across the U.S. Half of the nation's more than 3,140 counties now have only one newspaper—and nearly 200 of them have no paper at all. Of the publications that survive, researchers have found many are "ghosts" of their former selves.

Journalism has problems nationally: CNN announced hundreds of <u>layoffs</u> at the end of 2022, and *National Geographic* laid off the last of its staff writers this June. In the latter month <u>the *Los Angeles Times* cut 13 percent of its newsroom staff</u>. But the crisis is even more acute at the local level, with jobs in local news <u>plunging</u> from 71,000 in 2008 to 31,000 in 2020. <u>Closures and cutbacks</u> often leave people without reliable sources that can provide them with what the American Press Institute has described as "the information they need to make the best possible decisions about their daily lives."

Americans need to understand that journalism is a vital public good–one that, like roads, bridges and schools, is worthy of taxpayer support. We are already seeing the disastrous effects of otherwise <u>allowing news to disintegrate</u> in the free market: namely, a steady supply of misinformation, often <u>masquerading as legitimate news</u>, and too many communities left without a quality source of local news. Former *New York Times* public editor Margaret Sullivan has a called this a "crisis of American democracy."

The terms "crisis" and "collapse" have become nearly <u>ubiquitous</u> in the past decade when describing the state of American journalism, which has been based on a for-profit commercial model since the rise of the "<u>penny</u>

press" in the 1830s. Now that commercial model has collapsed amid the near disappearance of print advertising. Digital ads have not come close to closing the gap because Google and other platforms have "hoovered up everything," as Emily Bell, founding director of the Tow Center for Journalism at Columbia University, told the Nieman Journalism Lab in a 2018 interview. In June the newspaper chain Gannett sued Google's parent company, alleging it has created an advertising monopoly that has devastated the news industry.

Other journalism models – including nonprofits such as MinnPost, collaborative efforts such Broke in Philly and citizen journalism–have had some success in fulfilling what Lewis Friedland of the University of Wisconsin–Madison called "critical community information needs" in a chapter of the 2016 book *The Communication Crisis in America, and How to Fix It*. Friedland classified those needs as falling in eight areas: emergencies and risks, health and welfare, education, transportation, economic opportunities, the environment, civic information and political information. Nevertheless, these models have proven incapable of fully filling the void, as shown by the dearth of quality information during the early years of the COVID pandemic. Scholar Michelle Ferrier and others have worked to bring attention to how news deserts leave many rural and urban areas "impoverished by the lack of fresh, daily local news and information," as Ferrier wrote in a 2018 article.

A growing chorus of voices is now calling for government-funded journalism, a model that many in the profession have long seen as problematic.

The U.S. government first started subsidizing journalism when it began offering postal subsidies to newspapers in 1792. Governmental support for the press has since continued, notably with the development of a massive public relations infrastructure at federal and state agencies in the 19th and 20th centuries. In his 1998 book *Governing with the News,* scholar Timothy E. Cook noted that in this system, "government workers are paid by public funds to help generate the news."

There have also been more direct efforts, especially when Congress established the Corporation for Public Broadcasting in 1967. That move represented government actively entering the domestic media world. Decades before, in 1942, the U.S. government started Voice of America overseas as part of an effort to combat Nazi propaganda. Nevertheless, the dominant perspective in the country has long revolved around journalism being *free from* government intervention. This is frequently referred to as a "negative" interpretation of the First Amendment. What is often overlooked is the "positive" interpretation. In a 2022 essay, Victor Pickard of the University of Pennsylvania said the latter perspective focuses on government's affirmative role to help guarantee the public access to a "diverse and informative media system."

This approach to media is desperately needed, especially in an information ecosystem overrun by the profit-minded and algorithmic-based approaches of tech platforms such as Google, Twitter (aka X) and Facebook, which prioritize clicks rather than public service. Public media such as NPR, the Canadian Broadcasting Corporation and PBS backed away from Twitter after its CEO Elon Musk suggested NPR – which receives minimal government funding and relies on memberships and sponsorships – was a "government-funded" news organization akin to China's Xinhua News Agency.

While Musk's labeling of NPR is inaccurate, his misrepresentation is emblematic of the fundamental challenge to overcome if public media is to help solve the crises of news deserts and misinformation. Accurate, well-researched, contextualized, current information about local communities – i.e., journalism – needs to be considered what economists call a "public good." Public goods are "nonexcludable" and thus available to all.

For that to happen, there needs to be a fundamental shift in the American view on journalism. Quality information cannot be seen as an optional luxury for the well-off. We need to see it as a critical need, like schools, roads, bridges, clean water and emergency personnel. Seen this way, the argument for publicly funded journalism changes dramatically.

There are, of course, important challenges. The "negative" interpretation of the First Amendment focuses on the ways American media is largely protected *from* government intervention and regulation – outside of exceptions such as obscenity, libel and infringement on intellectual property. The threat of authoritarian intervention must not be discounted amid partisan accusations of truthful reports as "fake news" and Donald Trump's labeling of journalists as the "enemy of the people." When considering these risks, we must not overlook the ways that for-profit corporations are key players in the "capture" of media and the ways that corporate mindsets have gutted newsrooms across the U.S.

Journalism is in what economists call a state of "market failure," one that media economist Robert Picard has long maintained may merit thoughtful public intervention. This support could come through tax credits that people could use to support news outlets of their choosing. News organizations could be granted tax-exempt status like churches or public schools. Designated tax revenue (for example, from levies on electronics and tech platforms and companies or from "spectrum auctions") could be developed to support independent journalism. This funding could be overseen by a bolstered Corporation for Public Communication, as scholars Mark Lloyd and Lewis Friedland suggested in a chapter of *The Communication Crisis in America, and How to Fix It*. Such a board would need to be publicly appointed or elected – with the goal of assessing whether the work of a funding recipient met the public's information needs. This would help build the infrastructure of state-supported journalism rather than something that could devolve into a state-run propaganda arm.

Research has found consistent relationships between the prevalence of poverty and news deserts. This is both an equality and public health problem, one that will never be resolved until American society recalibrates how it thinks about journalism. It must be considered as much an educational institution as the local elementary school, as essential to public health as a community hospital, as worthy of government investment as a Main Street business district. Without this shift, our news ecosystem will continue serving largely those who are most advantaged; it will leave vulnerable communities in the dark; and it will further drive a wedge between people who have access to honest news and those deluged only with lies and propaganda.

2. **Make up questions to the contents of the article.**
   (Is journalism a vital public good, in your opinion? What are U.S. journalism problems at the national level? What is the attitude of the author to government-funded journalism?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**

to proliferate across, disastrous effects, advertising monopoly, to devastate the news industry, to overlook, postal subsidies, diverse media system, information ecosystem, well-researched and contextualized information, publicly funded journalism, corporate mindsets, state-supported journalism, state-run propaganda arm.

4. **Render the article in English using the underlined words and phrases.**

Article 6

1. **Read the article and try to translate the underlined words and phrases.**

Can Our Parenting Struggles Make Us Better Leaders?

By Ranjay Gulati

12 November, 2021

Like parents, leaders must know when to impose control and when to step back. Ranjay Gulati reflects on the benefits of authoritative leadership, and what it takes to achieve it.

I'm not just a professor and business consultant; I'm also a parent to two kids. As I've often mused, the challenges leaders face at home and at work aren't necessarily all that different. In particular, both contexts leave leaders struggling between their desire to control others and their need to let go. Finding a happy medium is far from easy.

Diana Baumrind, a pioneering research psychologist, observed that parents often behave in ways that are either authoritarian, permissive, or negligent, with a tendency to bounce among the three approaches. Authoritarian parents exercise too much control. Permissive parents allow for too much autonomy on the part of children. Negligent parents don't allow for either control or autonomy – they're simply absent or uninvolved.

A fourth option is better suited for human growth than these three – what Baumrind calls the authoritative approach. Parents can adopt a middle ground, promoting a sense of autonomy while also allowing for at least some structure. As I've found, the best leaders also adopt this middle ground inside organizations, albeit a somewhat specific way. They choose to put just a few critical guardrails in place – a basic framework – to guide employees in their exercise of autonomy. I call this approach freedom within a framework.

Two steps to authoritative leadership

To become a more authoritative leader, I suggest taking two basic steps:

Communicate a clear framework. You'll want it to contain both positive ("thou shalt") and negative ("thou shalt not") statements in order to remain durable. My own father articulated such a framework for me before sending me off to boarding school, clearly listing the types of behaviors that were and were not acceptable.

Reinforce the framework and hold people accountable. My father did this as well, and eventually his list of do's and don'ts came to comprise part of my inner compass, guiding my behavior to this day.

As my research with innovative organizations has shown, allowing employees to exercise autonomy within clear guardrails can yield favorable results. Netflix has described its culture as an amalgam of "freedom and responsibility." By freedom, the company doesn't mean a free-for-all. Yes, workers have the freedom to express opposing viewpoints, and they also have wide leeway with their vacation and travel options. But with freedom comes responsibility, which means they have an obligation to work proactively to further the company's mission.

Alaska Airlines, likewise, has become one of the most successful and well-regarded airlines by giving its frontline workers much more control over customer service issues than most of its competitors – but within boundaries that meet the company's standards on safety, caring, delivery and presentation. So if a customer service employee decides on the spot to waive a ticket holder's fee because of an injury, she is confident that the company will approve.

Maintaining the tension between control and autonomy isn't easy, and you might find yourself veering too far at times in one direction or the other. But with a solid, well-articulated framework in place, you'll be able to correct for excesses and stay more or less in the middle zone over time. At home and at work, a blend of control and autonomy is usually the winning formula.

This article originally appeared on LinkedIn. Follow Ranjay Gulati to read more of his posts.

From Harvard Business School Working Knowledge

2. **Make up questions to the contents of the article.**
   (How do you strike the right balance between control and autonomy?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   desire to control others, human growth, authoritative leadership, to exercise autonomy, wide leeway, competitor.
4. **Render the article in English using the underlined words and phrases.**

Article 7

1. **Read the article and try to explain the underlined words and phrases.**

What Companies Want Most in a CEO: A Good Listener

By Jay Fitzgerald

26 October, 2021

Financial expertise and operational experience will only take executives so far. More than ever, companies want senior leaders with strong social skills and emotional intelligence, says research by Raffaella Sadun and Joseph Fuller.

For a better shot at landing the top job at today's companies, aspiring CEOs should set aside their slide presentations and work on their <u>listening skills</u> instead, new research suggests.

Companies are increasingly <u>seeking socially adept leaders</u> – not charismatic smooth-talkers, but executives who listen empathetically, welcome input, and rally the workforce around a common goal, according to a recent study by a team of researchers including Harvard Business School Professors

Raffaella Sadun and Joseph Fuller, who analyzed thousands of executive job search descriptions created over a 17-year period.

"The demand for social skills is increasing in every category of the economy," says Sadun, the Charles Edward Wilson Professor of Business

Administration in the Strategy Unit at HBS. "[But] it's not about schmoozing."

Instead, headhunters and corporate recruiters want candidates with soft skills who can:

– actively listen to others;
– empathize genuinely with others' experiences;
– persuade people to work toward a common goal;
– and communicate clearly – or, as Sadun puts it, "touch the chords of listeners."

Top executives who demonstrate this kind of interpersonal prowess are more likely to be in high demand, particularly at large, multinational, and information-intensive organizations, the research suggests. Those companies see social skills in the C-suite as more important than more traditional operational and administrative abilities, such as monitoring the allocation of financial resources.

That's because today's senior executives face a more complex, technologydriven work world in which they must coordinate diverse teams across the globe to achieve goals and solve problems, the researchers note in their recent working paper, The Demand for Executive Skills.

"The demand for social skills in executive searches reflects specific firm needs, in particular the need to coordinate more – and more complex – activities within firms," the paper says.

Managers at all levels need social skills. Sadun and Fuller, along with co-authors Stephen Hansen of the Imperial College Business School in London, and Tejas Ramdas of Cornell University, analyzed 4,622 searches for top executives conducted by 3,794 executivesearch firms between 2000 and 2017. About 43 percent of the searches were for CEOs, 36 percent were for CFOs, and the rest were for other top management positions.

The researchers studied searches primarily conducted on behalf of companies with 1,500 to 55,000 employees in a variety of industries, including manufacturing, finance, insurance, real estate, retail, and information technology. United States companies represented 57 percent of the searches and European firms accounted for 29 percent.

The researchers used machine learning algorithms to map the text of the job descriptions into six distinct clusters of skills: administrative, management of financial and material resources, management of human resources, information skills, monitoring of performance, and social skills. The team defined "social skills" as "interacting with, listening to, persuading, and empathizing with others" and "being aware of others' reactions and understanding why they react as they do." Demand for these skills has been on the rise for decades across all spectrums of management, but they are most highly valued in CEO candidates, the authors found.

While corporations still require top executive candidates to possess "concrete" skills, such as financial expertise, administrative and operational experience, and technical knowledge, the demand for these skills has remained static or has declined in recent years. In contrast, demand for social skills has jumped significantly, the study results show.

Complex work requires new skills. The authors found that demand for social skills depended on the size of firms, the geographic diversification of workforces, and a firm's involvement in mergers and acquisitions.

Larger firms were more likely to include social skills in their job-search requirements.

Being a multinational corporation was associated with a 4.7 percentage point increase in the probability of including references to social skills in the job description.

Firms involved in mergers and acquisitions were 3 percentage points more likely to seek social skills.

Study models also found that firms requiring large numbers of employees with IT skills were associated with a 5.2 to 6.3 percent increase in demand within the social-skills cluster.

"It's related to the increasing complexity associated with managing larger and more knowledge-intensive organizations," says Sadun.

Past generations of CEOs might have tapped a smaller cadre of advisers or made decisions unilaterally, but today's leaders must gather more input and buy-in from a larger and more diverse range of experts to achieve corporate goals and solve increasingly difficult problems, the researchers say. Broad changes in the nature of work conducted globally require different managerial capabilities, especially at the top of organizations.

Can social skills be taught?

Previous studies have explored the importance of interpersonal skills in the broader job market. But the authors say their study is one of the first to highlight the importance of these capabilities for top managerial occupations. The growing emphasis on social skills emerging from the job descriptions suggests that seemingly basic social capabilities are perceived to play a key role for the success of complex and information intensive organizations.

It is unclear, however, whether the supply of social skills in the managerial labor market has been able to meet this increasing demand. Do enough C-suite executives currently possess these skills to meet the corporate demand? And if not, can aspiring CEOs receive training to improve on their social skills?

Some early work in this area, including an experiment conducted by other HBS faculty on entrepreneurs, suggests that this may well be the case, but the evidence on top managers and in high income countries is still scant. More research is needed on whether key social skills can be learned, whether they're inherently unique to some individuals, or whether it's a combination of the two, Sadun says.

From Harvard Business School Working Knowledge

2. **Make up questions to the contents of the article. (What skills do CEOs need today, in your opinion?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   social skills, emotional intelligence, to listen empathetically, soft skills, coordinate diverse teams, real estate, information technology.
4. **Render the article in English using the underlined words and phrases.**

Article 8

1. Read the article and try to translate the underlined words and phrases

Salary Negotiations: A Catch-22 for Women

By Kristen Senz

02 April, 2021

Too assertive or too nice? New research from Julian Zlatev probes the lose-lose dynamics that <u>penalize women in negotiations</u> and perpetuate gender inequity.

The higher a woman rises through a company's ranks, the more backlash she faces if she negotiates her salary assertively – a phenomenon that contributes to the <u>wide gender gap</u> in the C-suite, new research suggests.

By analyzing data from more than 2,500 negotiators, Harvard Business School Assistant Professor Julian Zlatev and colleagues found evidence that women who felt empowered at the negotiation table were more likely to reach worse deals or no deal at all. The results held regardless of their negotiation partners' gender.

Eight years after Sheryl Sandberg encouraged women to persevere on the corporate ladder in her book Lean In, critical obstacles still stand in the way of gender equity, particularly when it comes to pay and promotions. Based on the results of their study, Zlatev and his colleagues surmise that negotiation dynamics not only contribute to the dearth of women in leadership roles, but also create a lose-lose situation for all women in the workplace, as neither assertiveness nor conforming to <u>stereotypes leads to success</u>. To address these issues, companies will need to reimagine the negotiation process, says Zlatev.

"SOMETHING NEEDS TO BE DONE AT THE ORGANIZATIONAL LEVEL TO KEEP ASSERTIVENESS FROM LEADING TO THIS BACKLASH."

"Something needs to be done at the organizational level to keep assertiveness from leading to this backlash in the first place," he says. "I don't think the idea should be to tell women, for example, not to lean in."

Zlatev and his co-researchers, Jennifer Dannals of Dartmouth College's

Tuck School of Business, and Nir Halevy and Margaret Neale, both of Stanford University's Graduate School of Business, analyzed data from 2,552 MBA students and executives from five continents who took part in virtual and in-person classroom exercises in negotiation. The researchers wanted to understand why women consistently underperform men in similar negotiation settings, as has been repeatedly shown by past research. Having a strong alternative shapes behavior

Among the participants, 35 percent were women and 19 percent were senior executives. Members of the group negotiated in groups of two: 43 percent of the pairs included a woman and a man, 43 percent were only men, and 14 percent were only women. The research team randomly assigned some participants – both women and men – to have a strong alternative offer before the negotiation began so they could study how the backup option affected the outcome, Zlatev explains.

When a woman with a strong outside option, such as a job offer from another company, is negotiating, the likelihood that the discussion will end in an impasse nearly triples, regardless of whether she's negotiating with a man or a woman, the study shows. A strong backup offer presumably frees a person up to negotiate more assertively, says Zlatev, giving them more power in the exchange. But the study shows that a more powerful woman triggers a more powerful "backlash" response in her negotiation partner, likely based on ingrained stereotypes and subconscious notions about how women "should" act.

"If you're not assertive enough, you don't get your desired outcome, and if you are assertive, you risk getting this backlash," Zlatev says.

In the corporate setting, the backlash a woman faces will likely intensify as she gains power, the researchers say.

"This research lends further credence to the notion that it may be difficult for women to reach higher rank positions in organizations even though women may actually often practice advantageous leadership styles once they achieve these positions of higher rank," the researchers write in the article, The Dynamics of Gender and Alternatives in Negotiation, which was published in the Journal of Applied Psychology.

Asked whether the classroom setting of the negotiations included in the study might have affected participants' behavior, Zlatev says he and his co-researchers believe that it may have lessened the effects that their research revealed, as people tend to be more assertive or unyielding when real money is on the line. While gender was a key dimension in the study sample, Zlatev stresses that gender is just one of many factors at play that affect negotiation outcomes.

Putting guardrails on negotiations

Some companies, such as Reddit, have eliminated salary negotiations from the hiring process in an effort to quash gender bias and pay gaps, but doing so also eliminates opportunities to maximize value for both parties.

"NEGOTIATION IS NOT A ZERO-SUM GAME."

"Negotiation is not a zero-sum game," says Zlatev. "It's about trying to figure out what you value in the negotiation and what your counterpart values and how can you trade off on those different issues to try to grow the size of the pie and really get as much out of the negotiation for both parties as possible."

To retain those trade-offs, Zlatev suggests that companies consider making certain elements of a compensation package non-negotiable, especially as research reveals the most gap-widening aspects, such as salary. Seemingly lending support to this approach, past studies have found that situational ambiguity in a negotiation exacerbates the gender gap, and that decreasing that ambiguity helps to close it.

"By allowing for negotiation, but putting some guardrails on that negotiation," Zlatev says, "I think that would be one way to try to close the gender gap as much as possible while still allowing many of the benefits of negotiation to come through."

From Harvard Business School Working Knowledge

2. **Make up questions to the contents of the article.**
   (How do you prepare for potentially sensitive negotiations?).
3. **Give Russian equivalents of the following words and phrases and make up a dialogue with them:**
   critical obstacles, to affect the outcome, negotiation partner, to eliminate opportunities, to put some guardrails.
4. **Render the article in English using the underlined words and phrases.**

Article 9

1. **Read the article and try to explain the underlined words and phrases.**

9 Tips from an Expert Fundraiser: Help Donors 'Invest in Their Passion'

by Danielle Kost

07 June, 2021

Seeking donations can feel like begging. In this excerpt from Effective Fundraising, F. Warren McFarlan offers advice to help trustees approach prospective donors with confidence.

Few people enjoy asking for money. Whether you're selling cookies or seeking a gift to fund medical research, it's rarely easy.

"Many people see it as akin to begging," writes Harvard Business School Professor F. Warren McFarlan in his new book Effective Fundraising:

The Trustee's Role and Beyond. Others don't do it very well."

The cruel reality, however, for many social enterprises, up to 50 percent of the CEO's time can be devoted to securing financial resources. Without the resources, even the most exciting mission will fall short. The board of trustees is an invaluable ally in this regard, helping to open and secure support.

"IT IS HARD WORK AND ABSOLUTELY VITAL IF THE ORGANIZATION IS TO SUCCEED."

McFarlan has spent the past 40 years serving on social enterprise boards, helping organizations find the right leaders, advance their missions, and raise the necessary supporting funds. His 2011 book Joining a Nonprofit Board explored high-level governance strategy issues. His new book offers pragmatic advice about the critical endeavor of fundraising.

This book "is devoted to helping improve raising of financial resources for powerful missions," writes McFarlan, the Albert H. Gordon Professor of Business Administration Emeritus. "It is hard work and absolutely vital if the organization is to succeed."

In this excerpt from Effective Fundraising, McFarlan offers nine practical tips for trustees preparing to seek donations.

One of the hardest questions to address is do you ask a prospective donor for a specific dollar number and if so, how high should that number be? (For the record, professional fundraisers say you should always do so.) Several things I have learned that may be helpful:

1. It is almost impossible to insult someone by asking too much. At the worst, they will be flattered to be thought of as being much wealthier than they are.
2. If you ask too low, you may leave a lot of money on the table. The donor may be delighted to get out with such a small commitment given their prior expectations.
3. Inexperienced solicitors tend to blink at the last moment and ask for dramatically less than they were instructed. Sending a team of two (expensive in terms of time) is one way to deal with this, since it is very unlikely the two will collude to lower the ask.
4. Even worse, people will say they asked for more than they did. (Surprise! They sometimes lie.)
   "YOU ARE GIVING A UNIQUE OPPORTUNITY FOR INDIVIDUALS TO CONTRIBUTE TO SOMETHING OF IMPORTANCE TO THEM, AN OPPORTUNITY THEY WOULD NOT OTHERWISE HAVE."
5. Approaching someone with the right mindset is key. You are not begging but, rather, offering an unusual and attractive opportunity to the prospective donors to invest in their passion and to have their names associated with it long term. You are not asking for money per se. You are giving a unique opportunity for individuals to contribute to something of im-

portance to them, an opportunity they would not otherwise have. They can make a difference.

6. Start your work as an asker with a known easy prospect on a straightforward project. It will be a confidence builder for you. Building on this success, you can then evolve to more complex donors and projects as you refine your pitch and develop more confidence.
7. For major solicitations, you should prepare a detailed call report shortly after the visit. Prospective donors have quirks and preferences that are really important for askers to understand for effective solicitations in the future. These preferences can in some cases last over decades. The report jogs your memory for your next visit or helps someone else pick up the solicitation thread. Two relationships for an educational institution that evolved over a 40-year period illustrate this point. In each case, what the donor had requested at the time of the initial gift in terms of the types of solicitation processes that the donor would be receptive to was adhered to for many years. However, time and circumstances ultimately changed the preferences of both the donors dramatically. Previously unthinkable projects became desirable alternatives in the fullness of time. “No” sometimes means just “no for now.” Careful listening and sensitive longitudinal stewardship are key for successful long-term philanthropy.
8. Don’t wait too long to start your visits. Psychological hurdles can build up in your mind, and they get ever larger the longer you worry about them. Get started and let your technique improve through practice. The longer you wait, the bigger the hurdles will seem in your mind until they become insurmountable and you never get started.
9. Develop a short customized pitch in advance of your first meeting with a donor. Donor attention span, particularly at the beginning of a meeting, can be limited. You need to build interest and get the hook in quickly. When you have their attention and rapport has been established, you can then get into the meat and the details.

For the most part, the primary readers of this book are what I call prospective community-level philanthropists. This covers everything from the neighborhood music school to the local community hospital. The recommendations become more complex with a trustee being more of a connector as one deals with mega institutions and mega donors. Harvard's and the Metropolitan Museum's seven-digit-or-more gifts tend to be handled by the CEO and professional development staff. These organizations have large staffs of major gifts officers, sophisticated databases, and computer software. The role of a donor trustee is more complicated and nuanced in these situations, because the donor calls are often done by a combined trustee/donor and a professional working as a team.

> "YOUR JOB IS NOT THAT OF A BEGGAR, BUT RATHER THAT OF AN EDUCATOR OF DONORS AND AN EXPANDER OF HORIZONS."

The fundamentals of fundraising, however, are remarkably similar regardless of the size of the organization and the asks. The author recalls interviewing the CEO of an organization that had just completed a successful $1.4 billion capital campaign. The CEO confessed he had gotten his fundraising skills 25 years earlier as a trustee of a local day school where his children went.

He found the $25,000 ask for that organization was identical in terms of planning and approach to what he was doing 25 years later as he approached $25 million gift asks.

Your Role as a Solicitor

In summary, the most important thing to understand is that as a fundraiser, your job is not that of a beggar, but rather that of an educator of donors and an expander of horizons about how they can personally impact organizations they care about through their philanthropy. You are providing a service to them – a very valuable one. You are opening up new doors and possibilities both for the donors and for the organization. For the donor, you are introducing them to new ways to contribute to society and enabling them to feel better about themselves. You are bringing enrichment and context into their lives. For the organization, you are providing access to new resources that will enable it to enhance its overall impact.

Through all of this, you, as a fundraiser, are transforming the donor organizational relationship from a transactional one to a relational one, which hopefully will endure, reshaping itself appropriately over time. When that happens, scope grows, and hitherto unimaginable philanthropic possibilities become possible.

From Harvard Business School Working Knowledge

2. **Make up questions to the contents of the article. (Have you ever helped an organization raise money?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:** *prospective donors, to secure support, vital, powerful missions, prior expectations, effective solicitation, fundraiser.*
4. **Render the article in English using the underlined words and phrases.**

Article 10

1. **Read the article and try to translate the underlined words and phrases.**

A Simple Question That Can Guide Companies to Epic Success

By Danielle Kost

20 April, 2021

Some companies gain advantage by commanding premium prices. Others lean on their world-class talent. But, a small slice of companies manages to do both – and <u>dramatically outperform peers.</u>

What sets these top businesses apart? It's simple: They create the most value, says Harvard Business School Professor Felix Oberholzer-Gee.

In almost every segment of the economy, the very best companies lead their peers by <u>wide margins</u>. They take share by building on proven ideas and expanding in markets they know. Equally important, they eschew efforts – even bold, cutting-edge proposals – that are unlikely to generate value for customers, employees, or suppliers.

"Companies that raise customer willingness to pay in a distinctive manner attract the very customers that find the firm's products and services extra appealing," says Oberholzer-Gee, the Andreas Andresen Professor of

Business Administration. “No wonder these businesses end up receiving rave reviews and loyal customers.”

> “IF A US COMPANY THAT RANKED 50TH TODAY JUMPED TO 40TH NEXT YEAR, ITS RETURN ON INVESTED CAPITAL WOULD INCREASE BY 21 PERCENT.”

Fortunately, most companies have the potential to create more value and increase their profits. Even modest advances can have dramatic implications.

“If a US company that ranked 50th today jumped to 40th next year, its return on invested capital (ROIC) would increase by 21 percent,” he says. “If a Chinese firm improved in this way, its ROIC would grow by 16 percent.”

Oberholzer-Gee elaborates on his approach to strategic decision-making in his new book Better, Simpler Strategy: A Value-Based Guide to Exceptional Performance, which comes out April 20. We recently sat down with him to discuss the importance of creating value.

Danielle Kost: What is different about the companies that put value at the center of their strategy?

Felix Oberholzer-Gee: I admire how disciplined they are. Every company that I studied for the book has many talented individuals with interestingsounding ideas. There are dozens and dozens of proposals for projects.

Value-based strategy teaches how to select among these ideas and projects.

The most successful firms are very strict: Unless an idea creates value for customers, employees, or suppliers, they do not touch it. It might be fun to do. It might be interesting to explore, but it's not going to create the kind of value that ultimately gets translated into financial success.

Kost: In the first line of your book, you say that strategy is simple. Why is that such a provocative statement?

Oberholzer-Gee: Because no one experiences strategic decision-making as simple. The frameworks are complicated. The processes that companies install to develop their strategy are highly complex, hundreds of slides, dozens of analyses, many competing frameworks and considerations. I meet many managers who see strategic thinking as reserved for the most senior, most experienced executives.

"ONE OF THE KEY MESSAGES IN THE BOOK IS THAT STRATEGY IS NOT COMPLICATED. THERE ARE ONLY THREE LEVERS: VALUE FOR CUSTOMERS, VALUE FOR EMPLOYEES, AND VALUE FOR SUPPLIERS."

It is even true in our own executive education courses. There's often this sense among younger participants that you need significant experience – gray hair and wrinkles – to think strategically. So one of the key messages in the book is that strategy is not complicated. There are only three levers: value for customers, value for employees, and value for suppliers. And the book shows how to operate these three levers. Conceptually, strategy could not be simpler. Once you start thinking about how to create value – that's when it gets interesting. We get to be endlessly imaginative. Strategy poses little challenge for our conceptual thinking. But it presents the most exciting of challenges for our creative abilities.

Kost: How do you think value-based strategy differs from conventional approaches?

Oberholzer-Gee: I would emphasize three differences. First, we often think of strategy as answering two questions: Where do we play? How do we win? Many strategists consider the first question pre-eminent. I show in the book that for most companies, the best opportunities sit right in their industry, close to home.

Second, conventional strategic thinking teaches that companies can easily get "stuck in the middle," with no discernible competitive advantage, unless they choose one of a limited number of strategic options such as cost leadership, differentiation, or focus. But the book is full of examples of companies that have dual and even triple advantages. The have an advantage in attracting talent and they charge customers a premium price. In fact, it is precisely because they create value for employees that they are then able to better serve their customers. This is particularly true in service industries.

A third difference is that I emphasize the strategic value of operational effectiveness. Traditionally, we did not make much of running your company effectively because, well, isn't this what everybody does? My colleague Professor Raffaella Sadun has wonderful research that shows just how slowly even key managerial practices diffuse. All of a sudden, being a good manager confers a lasting competitive advantage.

Kost: You end the book by talking about the value that companies can create for society. Why should executives consider these issues as part of their strategy discussions?

Oberholzer-Gee: Unless you've been hiding in a faraway castle, you know that business doesn't have the best reputation today. About half the people believe that capitalism, as it exists today, does more harm than good. One reason is that many companies are preoccupied and enamored by value capture – how to make money. They think about how to capture value before they think about how to create value.

> "IF WE WANT TO RESTORE FAITH IN THE BUSINESS COMMUNITY, VALUE CREATION NEEDS TO BE OUR FIRST CONSIDERATION."

Imagine a full airplane, most passengers will have paid a different price (and fees!). That's great for the airline, but it is all just value capture, there is zero value created through the price discrimination. McKinsey's work in the opioid crisis is an example of this value-capture mindset, a view that pays little attention to the well-being of society overall. The vitamin cartel provides another.

Compare this type of thinking to initiatives that are designed to create value. You might remember when Nike built a training center in Sri Lanka to get its suppliers to adopt Toyota-type production methods. That is true value creation. Both the margins of Nike and the margins of the suppliers expanded.

If we want to restore faith in the business community, value creation needs to be our first consideration. And it is more profitable, too. Value capture is zero sum, and the losing party will push back, limiting the financial upside. If you create value, no one pushes back.

From Harvard Business School Working Knowledge

2. **Make up questions to the contents of the article.**
   (What separates a good idea from a truly great one?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**

segment of the economy, cutting-edge proposals, to increase profit, to strategic decision-making, financial success, value for customers, creative abilities, business community.

4. **Render the article in English using the underlined words and phrases.**

Article 11

1. **Read the article and try to translate the underlined words and phrases.**

Defining Philosophy

By Thomas Metcalf

The most general definition of philosophy is that it is the pursuit of wisdom, truth, and knowledge. Indeed, the word itself means 'love of wisdom' in Greek.

Whenever people think about deep, fundamental questions concerning the nature of the universe and ourselves, the limits of human knowledge, their values and the meaning of life, they are thinking about philosophy. Philosophical thinking is found in all parts of the world, present, and past.

In the academic world, philosophy distinguishes a certain area of study from all other areas, such as the sciences and other humanities. Philosophers typically consider questions that are, in some sense, broader and/or more fundamental than other inquirers' questions: e.g., physicists ask *what caused* some event; philosophers ask whether causation even *exists*; historians study figures who fought for justice; philosophers ask what justice *is* or whether their causes were in fact just; economists study the allocation of capital; philosophers debate the ethical merits of capital*ism*.

When a topic becomes amenable to rigorous, empirical study, it tends to be "outsourced" to its own field, and not described in the present day as "philosophy" anymore: e.g., the natural sciences were once called "natural philosophy," but we don't now just *think* about whether matter is composed of atoms or infinitely divisible: we use scientific experiments. And most of the different doctoral degrees are called "Doctor of Philosophy" even when they're in sociology or chemistry.

Philosophical questions can't be straightforwardly investigated through purely empirical means: e.g., try to imagine a lab experiment testing whether societies should privilege equality over freedom – not whether people *believe* we should, but whether we *actually should*. What does moral importance look like in a microscope?

The main method of academic philosophy is to construct and evaluate *arguments* (i.e., reasons intended to justify some conclusion). Such conclusions might be that some theory is true or false or might be about the correct *analysis* or *definition* of some concept. These arguments generally have at least some conceptual, intellectual, or *a priori*, i.e., non-empirical, content. And philosophers often incorporate relevant scientific knowledge as premises in arguments.

Branches of Philosophy

Philosophy deals with fundamental questions. But which questions, specifically, is philosophy about? Here's a standard categorization:

Logic: Logicians study good and bad arguments and reasoning, and they study formal, symbolic languages intended to express propositions, sentences, or arguments.

Metaphysics: Metaphysicians study what sorts of entities exist, what the world and its constituents are made of, and how objects or events might cause or explain each other.

Epistemology: Epistemologists study knowledge, evidence, and justified belief. An epistemologist might study whether we can trust our senses and whether science is trustworthy.

Values: In value theory, philosophers study morality, politics, and art, among other topics. For example: What makes wrong actions wrong? How do we identify good people and good lives? What makes a society just or unjust?

There are many sub-branches within these fields. Many other fields – the sciences, art, literature, and religion—have a "philosophy of" attached to them: e.g., philosophers of science might help interpret quantum mechanics; philosophers of religion often consider arguments about the existence of God.

There are also unique and important philosophical discussions about certain populations or communities, such as feminist philosophy and Africana philosophy. People from all cultures contribute to philosophy, more than are typically discussed in Western philosophy courses. Western academic philosophy has often neglected voices from non-Western cultures, and women's voices.

Philosophers sometimes import tools, knowledge, and language from other fields, such as using the formal tools of statistics in epistemology and the insights from special relativity in the philosophy of time. When your project is understanding all of existence in the broadest and most fundamental way, you need all the help you can get.

The Point(s) of Philosophy

Academic philosophy doesn't present a body of consensus knowledge the way chemistry and physics do. Do philosophical questions have correct answers? Does philosophical progress exist? Does philosophy get closer to the truth over time? These are all matters of philosophical debate. And philosophical debates are rarely resolved with certainty.

So what's the point? Here are some answers:

- To discover truth, wherever and whatever it is.
- To learn how to better live our lives.
- To understand our own views, including their strengths and weaknesses.
- To examine our own lives and be more conscious of our choices and their implications.
- To learn how to better think and reason. Recall: The main method of philosophy is to present and examine arguments.

And arguably, all of us are already naturally interested in at least some philosophical questions. Many people find that philosophy is a lot of fun. And it's difficult to dispute that it is very important to find the answers to philosophical questions, if the answers exist. It's important to know, for instance, that slavery is wrong and whether scientific consensus is generally trustworthy. So as long as it's at least *possible* to find the answers to these questions, we should try.

Also, there are strong correlations between studying philosophy and high achievement in other academic areas, such as GRE scores and professional-school admission.

Conclusion

We've contrasted philosophy with other fields. We've looked at the branches of philosophy. And we've looked at the purposes or benefits of philosophy. But what *is* philosophy, really? Given everything we've said so far, we can provide at least a partial definition of 'philosophy' as follows:

A largely (but not exclusively) non-empirical inquiry that attempts to identify and answer fundamental questions about the world, including about what's valuable and disvaluable.

Is this a good definition? That's a philosophical question too.

From 1000-word philosophy: an Introductory Athology

2. **Make up questions to the contents of the article. (In what way can philosophical questions be investigated?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
concerning the nature of the universe, benefits of philosophy, high achievement in other academic areas, neglected voices, relevant scientific knowledge, distinguishes a certain area of study, justified belief.
4. **Render the article in English using the underlined words and phrases.**

Article 12

1. **Read the article and try to translate the underlined words and phrases.**

Bertrand Russell on the Value of Philosophy – a Short Reading from Russell's "The Problems of Philosophy"

By Lennox Johnson

https://thedailyidea.org/russell-reading-value-philosophy/

29 May, 2018

Bertrand Russell (1872-1970) was a British philosopher and social critic best known for his work in mathematical logic and as a popularizer of philosophy. In this passage from *The Problems of Philosophy*, Russell acknowledges that many men think that philosophy is useless because it is unable to produce definite answers to the questions it addresses. He argues that the value of philosophy is to be "sought largely in its very uncertainty". Those who do not study philosophy are "imprisoned by the prejudices" of the society in which they were raised and the study of philosophy helps to remove dogmatism and keeps alive our sense of wonder.

The following excerpt is from Chapter 15 of Russell's *The Problems of Philosophy*. Many men, under the influence of science or of practical affairs, are inclined to doubt whether philosophy is anything better than innocent but useless trifling, hair-splitting distinctions, and controversies on matters concerning which knowledge is impossible.

This view of philosophy appears to result, partly from a wrong conception of the ends of life, partly from a wrong conception of the kind of goods which philosophy strives to achieve. Physical science, through the medium of inventions, is useful to innumerable people who are wholly ignorant of it; thus the study of physical science is to be recommended, not only, or primarily, because of the effect on the student, but rather because of the effect on mankind in general. Thus utility does not belong to philosophy. If the study of philosophy has any value at all for others than students of philosophy, it must be only indirectly, through its effects upon the lives of those who study it. It is in these effects, therefore, if anywhere, that the value of philosophy must be primarily sought.

But further, if we are not to fail in our endeavour to determine the value of philosophy, we must first free our minds from the prejudices of what are wrongly called 'practical' men. The 'practical' man, as this word is often used, is one who recognizes only material needs, who realizes that men must have food for the body, but is oblivious of the necessity of providing food for the mind. If all men were well off, if poverty and disease had been reduced to their lowest possible point, there would still remain much to be done to produce a valuable society; and even in the existing world the goods of the mind are at least as important as the goods of the body. It is exclusively among the goods of the mind that the value of philosophy is to be found; and only those who are not indifferent to these goods can be persuaded that the study of philosophy is not a waste of time.

Philosophy, like all other studies, aims primarily at knowledge. The knowledge it aims at is the kind of knowledge which gives unity and system to the body of the sciences, and the kind which results from a critical examination of the grounds of our convictions, prejudices, and beliefs. But it cannot be maintained that philosophy has had any very great measure of success in its attempts to provide definite answers to its questions. If you ask a mathematician, a mineralogist, a historian, or any other man of learning, what definite body of truths has been ascertained by his science, his answer will last as long as you are willing to listen. But if you put the same question to a philosopher, he will, if he is candid, have to confess that his study has not achieved positive results such as have been achieved by other sciences. It is true that this is partly accounted for by the fact that, as soon as definite knowledge concerning any subject becomes possible, this subject ceases to be called philosophy, and becomes a separate science. The whole study of the heavens, which now belongs to astronomy, was once included in philosophy; Newton's great work was called 'the mathematical principles of natural philosophy'. Similarly, the study of the human mind, which was a part of philosophy, has now been separated from philosophy and has become the science of psychology. Thus, to a great extent, the uncertainty of philosophy is more apparent than real: those questions which are already capable of definite answers are placed in the sciences, while those only to which, at present, no definite answer can be given, remain to form the residue which is called philosophy.

This is, however, only a part of the truth concerning the uncertainty of philosophy. There are many questions – and among them those that are of the profoundest interest to our spiritual life – which, so far as we can see, must remain insoluble to the human intellect unless its powers become of quite a different order from what they are now. Has the universe any unity of plan or purpose, or is it a fortuitous concourse of atoms? Is consciousness a permanent part of the universe, giving hope of indefinite growth in wisdom, or is it a transitory accident on a small planet on which life must ultimately become impossible? Are good and evil of importance to the universe or only to man? Such questions are asked by philosophy, and variously answered by various philosophers. But it would seem that, whether answers be otherwise discoverable or not, the answers suggested by philosophy are none of them demonstrably true. Yet, however slight may be the hope of discovering an answer, it is part of the business of philosophy to continue the consideration of such questions, to make us aware of their importance, to examine all the approaches to them, and to keep alive that speculative interest in the universe which is apt to be killed by confining ourselves to definitely ascertainable knowledge.

The value of philosophy is, in fact, to be sought largely in its very uncertainty. The man who has no tincture of philosophy goes through life imprisoned in the prejudices derived from common sense, from the habitual beliefs of his age or his nation, and from convictions which have grown up in his mind without the co-operation or consent of his deliberate reason. To such a man the world tends to become definite, finite, obvious; common objects rouse no questions, and unfamiliar possibilities are contemptuously rejected. As soon as we begin to philosophize, on the contrary, we find, as we saw in our opening chapters, that even the most everyday things lead to problems to which only very incomplete answers can be given. Philosophy, though unable to tell us with certainty what is the true answer to the doubts which it raises, is able to suggest many possibilities which enlarge our thoughts and free them from the tyranny of custom. Thus, while diminishing our feeling of certainty as to what things are, it greatly increases our knowledge as to what they may be; it removes the somewhat arrogant dogmatism of those who have never travelled into the region of liberating doubt, and it keeps alive our sense of wonder by showing familiar things in an unfamiliar aspect.

Apart from its utility in showing unsuspected possibilities, philosophy has a value – perhaps its chief value—through the greatness of the objects which it contemplates, and the freedom from narrow and personal aims resulting from this contemplation. The life of the instinctive man is shut up within the circle of his private interests: family and friends may be included, but the outer world is not regarded except as it may help or hinder what comes within the circle of instinctive wishes. In such a life there is something feverish and confined, in comparison with which the philosophic life is calm and free. The private world of instinctive interests is a small one, set in the midst of a great and powerful world which must, sooner or later, lay our private world in ruins. Unless we can so enlarge our interests as to include the whole outer world, we remain like a garrison in a beleagured fortress, knowing that the enemy prevents escape and that ultimate surrender is inevitable. In such a life there is no peace, but a constant strife between the insistence of desire and the powerlessness of will. In one way or another, if our life is to be great and free, we must escape this prison and this strife. …

Thus, to sum up our discussion of the value of philosophy; Philosophy is to be studied, not for the sake of any definite answers to its questions, since no definite answers can, as a rule, be known to be true, but rather for the sake of the questions themselves; because these questions enlarge our conception of what is possible, enrich our intellectual imagination and diminish the dogmatic assurance which closes the mind against speculation; but above all because, through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe which constitutes its highest good.

2. **Try to make up a situation with underlined words and word combinations.**
3. **Comment the author's words "Unless we can so enlarge our interests as to include the whole outer world, we remain like a garrison in a beleagured fortress, knowing that the enemy prevents escape and that ultimate surrender is inevitable".**
4. **Render the article in English using the underlined words and phrases.**

Article 13

1. **Read the article and try to translate the underlined words and phrases.**

The Activities of Gangs: Increasing Crime, Conflicts and Security Budgets

September, 2009

By Eduard Vinyamata

Gangs, as such, are a contemporary phenomenon, with only a few years of history, appearing virulently in El Salvador at the end of the 1980s.

At first, they were nothing more than groups of youths looking for company, support and fun in cities where there was nowhere for them to socialize or institutions where they could channel their demands and concerns. In time, and in a certain social environment, gangs incorporated violent and criminal activities in response to needs not satisfied by society and owing to specific circumstances as well. Some of them, such as the Ñeta, appeared in Puerto Rico as a grouping of sections of the prison population, which would later transcend the prison sphere and spread among youth. Some gangs take inspiration from similar juvenile movements originating in the United States, generated among the Hispanic or Black population of New York or Los Angeles, and adopt names and sub-cultural characteristics such as their style of dress, symbols, motivations, musical taste and organizational principles, as well as others, as is the case of the Latin Kings. There are more than one hundred gangs, known as pandillasand maras, not all of which have a violent or criminal character: the Sangre, Salvatrucha, Rebeldes, Nación de Hierro, or Masters, and many others with diverse symbols, habits, and attitudes that share important common elements. In 2005, the city of Guayaquil, Ecuador, with a population of three million, had some sixty thousand gang members; and in El Salvador, a few years ago, there were fifty thousand.

At present, and including the United States, Mexico and Central American and South American countries such as Ecuador and Colombia, the population belonging to gangs (with a greater or lesser degree of violence and criminal practices) may well surpass one million. In times of change, like ours, conflicts grow and multiply and, therefore, the need to guarantee security brings about an increase in budgets allocated to policing. Nevertheless, this seems insufficient in the face of the constant increase in violent and criminal acts that in some countries may be qualified as endemic, that is, that they have come to be part of the economic development and of the political system and the state itself.

In reality, this criminal activity increasingly resembles a civil war. A war without ideologies that seeks control or access to wealth and power through violent action, whether from the repressive capacity of the state or from the criminal activity of organizations that increasingly resemble corporations more than political parties or labor unions. Gangs, in general, tend to prosper in countries where the following elements exist:

- Widespread corruption and, especially, at the very heart of the state.
- Poverty, marginalization, marked inequalit and the lack of efficient public policies addressing social aspects, employment, distribution of wealth and education. Poor public sector efficiency.
- Security policies and policing based mainly on repression and severity that frequently do not respect civil liberties or human rights. Inadequate police training, both from a technical Conflictology means Conflict Resolution or Conflict Transformation, Peace Studies and related fields. viewpoint and in terms of values and democratic principles.
- Disaffection of the majority of the population with regard to their country owing to state corruption, poor functioning of the state and the absence of inspiring principles of democracy and the common good.
- Unstructured or dysfunctional families where unplanned pregnancies, abuse, unemployment, drug addiction and despair exist.
- Predominance of a culture of violence, that is, the belief that achievements come through violence, instead of effort, justice or democratic processes.
- Absence or serious lack of truly democratic institutions and traditions capable of channeling discontent and the demands of the population with the least resources and with different ideologies from those who monopolize economic and political power.

Weakness of civil society, and of citizen, professional, cultural and private or civic, economic associations. Many homicide cases are related to gang activity. In El Salvador, according to police data, the maras are responsible for 40 per cent of the cases of violence; in Honduras, it stands at more than fifty per cent, and the figures are similar for Guatemala. On the contrary, in Nicaragua, it only represents one per cent. One possible explanation may be found in its contemporary history. The Sandinista movement represented the existence of a mobilizing capacity based on political principles that created bonds of solidarity among the most disadvantaged and socially marginalized in society. This prevented the emergence of organizations with criminal objectives but with a similar motivation to create bonds of solidarity and socialization of wealth through criminal activity, which gave meaning to the democratizing practice and a positive feeling of belonging to a country.

The increase in gang activity is occurring as much quantitatively as it is qualitatively. On the one hand, what was at first based on voluntary adhesion has increasingly transformed into forced methods of recruitment by means of threats and aggressions. On the other hand, the cultural pull of gangs increasingly attracts populations that were until now removed from their original influence. Qualitatively, the levels of sophistication in terms of organization, armament and finances are increasing. It is no longer only a matter of theft and robbery, now the maras are increasingly better prepared organizations, even militarized and linked, in some cases, to the criminal economy: drug trafficking, traffic of people, forced prostitution…

From Conflict Resolution Magazine

2. **Make up questions to the contents of the article. (Why did the author call the gungs as "contemporary phenomenon"?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   quantitatively, armament, drug trafficking, traffic of people, forced prostitution, socialization of wealth, Conflict Transformation, socially marginalized, surpass, methods of recruitment, a mobilizing capacity, belonging to a country, voluntary adhesion, one possible explanation, homicide cases.
4. **Render the article in English using the underlined words and phrases.**

Article 14

1. **Read the article and try to translate the underlined words and phrases.**

Without Religion, Christmas Can lose its Meaning. Look to History to Reclaim It

By Jackie Bailey

https://www.theguardian.com/commentisfree/2023/dec/18/without-religion-christmas-can-lose-meaning-just-baubles-and-gifts-look-to-history-to-reclaim-it

17 December, 2023

When I was a kid, I loved midnight mass. I would watch Carols by Candlelight on TV then Mum would give us a snack and we would head out into the night. When we got home, we would leave out a beer and a plate of biscuits for Santa and a carrot for Rudolph, all of which would be gone by the morning, replaced by a sleigh-load of gifts under the tree.

On Christmas Day my family would gather, tell the terrible jokes from the Christmas crackers, wear the paper crowns and eat, eat, eat. Mum would cook all morning, while my dad made his annual trifle, layers of sherry-soaked sponge and jelly topped with custard.

I no longer belong to a church, so I don't go to midnight mass. Without the larger meaning that God used to bring to the proceedings, shopping for presents makes me feel slightly sick. I walk the aisles of the local shopping centre and every bright bauble and Christmas sale sign makes me feel like I have eaten too much sugar. How can I reclaim some of the meaning of this time of year without having to hand over all my money or sign up to a creed I no longer believe in?

To find a version of Christmas that I can get behind, I looked to its roots. As a northern hemisphere seasonal tradition, long before Christianity, December was a time of year to celebrate the midwinter milestone. Meat was available (the animals that would not make it through to the end of winter were slaughtered), as was ale, which had fermented long enough to be ready.

For five days during Saturnalia, ancient Romans turned all the usual rules upside down. Slaves were served by their bosses, everyone swapped out their usual white togas for colourful party clothes, and gifts, poems and jokes were passed around. Medieval Britain echoed these Roman traditions, with a Lord of Misrule in England and an Abbot of Unreason in Scotland presiding over court festivities. English "waits", men who called the hour throughout the night, formed bands and wassailed their way around villages, demanding payment for songs ("now bring us some figgy pudding").

Throughout its history, the December festival has been typified by a key theme: generosity as transgression

The Dutch were a little classier, honouring Sinterklaas, a fourth-century CE bishop who gave away his inherited wealth to the poor. They brought this tradition with them to America, where an American pastor wrote the poem 'Twas the Night Before Christmas, depicting Sinterklaas as a jolly fellow who delivered gifts to children via a flying sled. In the late 1800s Thomas Nast, an American political cartoonist, drew Santa Claus as a pipe-smoking, round-bellied fellow bedecked in red and white and laden with toys. Coca-Cola later picked up on this image in an effort to grow its winter sales, illustrating Santa pausing, in his tireless efforts to bring joy to children, for a refreshing drink.

What branding benefits was Coca-Cola trying to borrow from Christmas? Kindness, gift-giving, spending money? Throughout its history, the December festival has been typified by a key theme: generosity as transgression. The poor were treated with respect and could get away with making fun of those in power. Choristers would sing, unbidden, outside people's houses, and then demand – and receive! – payment for their efforts. Sinterklaas was a man who renounced his class and wealth and defied social convention by dropping gold coins down chimneys to land in the drying stockings of impoverished women so they would have sufficient dowries to marry.

The December festival traditionally celebrates the shift from winter to summer, from darkness to light: the coming of Saturn, the Sun God, the Son of God. I live in Australia, so in December I am experiencing the midsummer solstice, a seasonal shift from radiance to reflection. But I can still celebrate Christmas, Yule, Saturnalia: each one a festival of hope.

I make plans to see my family members, including the ones I don't like. I make time to visit the cemetery, leave a beer for Dad and a flower for my sister. I teach my child the carols I know by heart, from all those years of watching the Christmas Eve TV special, so she and the neighbourhood kids can wassail the street. I research volunteering activities that I can do with my child over the school holidays. I am pretty hopeless at craft, so I won't subject anyone to handmade gifts. But wherever I can, I buy presents from local makers, artists and social enterprises.

On the battlefields of the first world war, men entered into an unofficial truce on Christmas Day in 1914. Soldiers played sport in the <u>“no man’s land”</u> between the trenches. They <u>exchanged gifts</u> and held joint services to bury their dead. If they can live for a day as though peace is possible, then so can I.

Jackie Bailey is the author of The Eulogy, which won the 2023 NSW Premier’s Literary multicultural award. When she is not writing, Bailey spends her time helping families navigate death and dying. She is an ordained interfaith minister with a master’s of theology. This article includes an excerpt from her forthcoming non-fiction book about spirituality in a post-religious world.

2. **Make up questions to the contents of the article. (Why did the author like midnight mass? Who is an ordained interfaith minister with a master’s of theology? What theme has December festival been typified?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   a seasonal shift from radiance to reflection, handmade gifts, unbidden, outside people’s houses, terrible jokes from the Christmas crackers, payment for their efforts, multicultural award, an effort to grow its winter sales, have sufficient dowries to marry, formed bands and wassailed their way around villages, helping families navigate death and dying, post-religious world.
4. **Render the article in English using the underlined words and phrases.**

Article 15

1. **Read the article and try to translate the underlined words and phrases.**

What Are Some Reasons for a Conflict to Occur?
By Wayne Shirey

As social animals, human beings are involved in a complex system of relationships, and wherever there are human relationships; there is the potential for conflict. The Foundation Coalition states on its website that we are involved in an average of five conflicts per day. National conflicts can result in war, work and team conflicts can result in failure, and interpersonal conflicts can result in unhappiness. Whether the conflict is international, workplace or interpersonal, it has five basic causes: values, misunderstanding, personalities, goals and needs.

Values can be looked at in two different ways and both are potential sources of conflict. Each of us value different things. For instance, you might value a boat above a washing machine while your spouse is the opposite. One nation might value rice above oil, 215 while another places more value on oil. An inability to reconcile these differing preferences is a common source of conflict.

We also have different values. Valentin Turchin in his Principia Cybernetica website article, “Science and Human Values," defines human values as what we appreciate, what we want to have or what we want to achieve. Examples might be peace, truth, love of God, patriotism and freedom. When two people or groups have values that are at odds, conflict is inevitable.

Misunderstanding Failure to communicate, failure to listen or misinterpretation of what someone says is a common source of conflict. Our perception of other people or groups is at least as important and often more important than reality when it comes to our relationship with them. Left unrecognized and uncorrected, misunderstanding between parties is a major source of conflict. Conflict is often caused by poor communication.

Personalities. Certain personality types are incompatible in some situations. For instance, a group or team needs only one leader at a time, and when there are two or more aggressive, ambitious individuals, the group can be subjected to constant leadership challenges. If two people who are inherently stubborn disagree, the resolution of their conflict will be made more difficult by their stubbornness. The old adage that opposites attract has its roots in conflicts between similar personality types.

Goals Incompatible goals of the parties in a relationship is a source of conflict as much in the geopolitical world as in our interpersonal relationship with friends and families. If, for instance, one nation or religion has as a goal the establishment of a worldwide government or religion, it is likely to conflict with any other nation or religion it shares the planet with. Another example could be a husband whose goal is to have *the following questions:*

1. What are human beings, as social animals, involved in?
2. Where is the potential for children while his wife's goal is to remain childless?

Needs are the basic reason that relationships are formed. If individuals have needs that they cannot meet themselves, they turn to others and a relationship is formed. One common cause of conflict is one member of a relationship interfering with or failing to meet another member's needs. Needs, like values, can be looked at in two different ways. Our needs can be concrete. A nation might need things like food, energy, raw materials, etc. An individual might need food, shelter, clothing, etc. But besides our concrete needs, our emotional needs are at least as important in terms of causes of conflict, especially in <u>interpersonal relationships</u>. The failure of one party to meet a need for love or fulfillment of another party will cause a serious conflict. <u>Unfulfilled or frustrated needs</u> are a source of conflict.

Answer conflict? 3. How many basic causes does the conflict have? What are they? 4. What is a common source of conflict? 5 Do we also have different values? 6. How does the website article, "Science and Human Values," define human values? 7. When is conflict inevitable? 8. What is a common source of conflict? 9. What is a major source of conflict? 10. Is conflict caused by poor communication? 11. Are certain personality types incompatible in some situations? 12. Are incompatible goals of the parties in a relationship a source of conflict? 13. What is the basic reason that relationships are formed? 14. What is one common cause of conflict? 15. What will cause a serious conflict? 16. Are unfulfilled or frustrated needs a source of conflict?

2. Insert the prepositions instead of the points (where it is necessary)

1. As social animals, human beings are involved … a complex system … relationships. 2. Values can be looked … two different ways and both … are potential sources … conflict. 3. One nation might value … rice … oil, while another places more value … oil. 4. Failure … communicate, failure

… listen or misinterpretation … what someone says is a common source … conflict. 5. If two people who are inherently … stubborn disagree, the resolution … their conflict will be made more difficult … their stubbornness. 6. Incompatible goals … the parties … a relationship is a source … conflict as much in the geopolitical world as in our interpersonal relationship … friends and families. 7. One common cause … conflict is one member … a relationship … interfering … or failing … meet another member's needs. 8. The failure … one party … meet a need … love or fulfillment … another party will cause … a serious conflict.

3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   to be involved in an average of five conflicts per day, value rice above oil, an inability to reconcile these differing preferences, failure to listen or misinterpretation of what someone says, certain personality types, inherently stubborn disagree, to be subjected to constant leadership challenges, opposites attract, incompatible goals of the parties in a relationship, the establishment of a worldwide government or religion, it is likely to conflict with any other nation or religion, one common cause of conflict, to meet another member's needs, unfulfilled or frustrated needs, to remain childless.
4. **Render the article in English using the underlined words and phrases.**

Article 16

1. **Read the article and try to explain the underlined words and phrases.**

Which 'crisis tribe' do you belong to? These five factions will define Europe in 2024

By Ivan Krastev and Mark Leonard

https://www.theguardian.com/commentisfree/2024/jan/22/crisis-tribe-europe-2024-european-elections

22 January, 2024

From fear of migration to the rising cost of living, new political dividing lines will decide June's European elections.

Will the far right be the big winner in this year's European elections? If so, what would its victory mean for the future of the EU? And who is the far right? Five years ago, Europe's leaders rightly recognised that Europeans were suffering a vertigo moment. In Milan Kundera's words, vertigo is not the same as a fear of falling – rather, it is the desire to fall, against which, terrified, we defend ourselves. Then, voters toyed with far-right populists and contemplated collapsing the union, but eventually the majority chose to vote for mainstream parties.

This scenario seems unlikely to unfold this time around. Today, most far-right parties have abandoned demands that their countries leave the EU or the euro and have detoxified their brands. Rather than quitting the EU, they want to remake it and to govern it. After the recent elections in the Netherlands and Slovakia, and regional elections in Austria and in some regions of Germany, a consensus view is emerging that the coming European elections in June are a disaster in the making, and that migration is the only issue that will define the campaign and outcome. But could this picture be wrong?

It is true that Europe is in a crisis mood. But migration is just one of five crises that have shattered the continent in the past 15 years. It came on the heels of a global financial crisis that led Europeans to doubt their children would enjoy living standards better than their own, and alongside a climate crisis that forced them to imagine a world in peril. Meanwhile, Covid-19 exposed the vulnerability of our health systems and triggered fears of new digital authoritarianism. Finally, the war in Ukraine buried the illusion that a major war would never return to the European continent. These five crises have several things in common: they were felt across Europe; they were experienced as an existential threat by many Europeans; they dramatically affected government policies; and they are by no means over. But these five crises are not the same – they triggered different fears and sensibilities and they have simultaneously torn Europe apart but – paradoxically – also kept the EU together.

A new study we conducted helps us imagine Europe populated by five different "tribes" whose political identities have been formed as a response to those crises. These tribes create divisions between and within Europe's member states.

The term "polycrisis" has emerged to suggest that many crises are taking place more or less concurrently, and that the shock of their cumulative interaction is more overwhelming than their sum. But an underreported feature of the polycrisis is that for different societies, social groups and generations, one crisis usually plays a dominant role above others. Emmanuel Macron captured this well when he contrasted those who worry about the end of the month (economic crisis) with those who worry about the end of the world (climate crisis). That is what we mean when we say that everyone wants a crisis of their own. The climate emergency, the war in Ukraine, Covid-19, immigration and global economic turmoil – each of these five issues has its

own sizeable "constituency" of people for whom it is The Crisis.

Interestingly, Germany is the only country where immigration is clearly in the lead when people are asked which crisis bothers them most when they think about the future. Estonians and Poles are focused on the war in Ukraine. Italy and Portugal see the economic crisis as their biggest threat. Spain, Britain and Romania are the countries where Covid-19 is seen as the biggest trauma. And in France and Denmark the climate emergency is considered the most important crisis.

The current preoccupation with migration does not come from the fact that most people in most countries are obsessed with it, nor from the fact that it is the most divisive issue in societies.

In reality, we are witnessing the emergence of a kind of migration consensus all over Europe: support for strengthening external borders has become commonplace among political parties. But what singles out the "migration tribe" - those who define migration as The Crisis - is intensity. They are the angriest of all at EU policies and their anger pushes them to the right. Those who view migration as the biggest crisis will very likely vote for centre-right or far-right parties. In Germany this means a high chance of voting for the Alternative für Deutschland; in France, for Marine Le Pen's Rassemblement National or Éric Zemmour's Reconquête.

Climate is the other crisis that leads its tribe in a clear political direction. The climate tribe is the mirror image of the migration one, with its members often supporting green parties or centre-left parties. It is the clash between these two tribes that will define the upcoming European elections.

Interestingly, however, these two tribes have very different attitudes once their preferred parties are in power. When the migration tribe sees rightwing parties in power, its adherents tend to become more relaxed about the issue. In Italy, immigration ranks surprisingly low among the concerns of many voters: just 10% of the country's population, and only 17% of Brothers of Italy supporters, describe it as their most transformative crisis, regardless of the fact that the Brothers of Italy party was elected on a strong anti-immigration platform, and that in the past year the flow of illegal immigrants has increased.

The climate tribe behaves in the inverse way. Our polling in Germany shows that people continue to worry about the climate crisis even when the Green party is part of the current government, which has a strong climate programme. Even though Germany succeeded in reducing carbon emissions last year by an impressive 20%, they do not consider the problem taken care of. In short, voters may perceive that electing a far-right government is the answer to immigration fears – even if little changes in reality – but they do not consider the climate emergency over after electing the Greens.

This asymmetry – that migration tribe is mobilised by rhetoric while the climate tribe suffers even when it delivers results – goes some way to explaining the real advantage of the right in the coming elections.

Each of Europe's five crises will have many lives, but it is at the ballot box where they will live, die or be resurrected. What European leaders should realise is that the election will not just be a competition between left and right – or pro-Europeans and Eurosceptics – but also a battle for supremacy between the different crisis tribes of Europe. It is fragmentation, rather than polarisation, that shapes European politics. Many voters will focus on preventing the return of a crisis of their own. Focusing on migration alone would turn out to be the wrong policy.

2. **Make up questions to the contents of the article.**
   (What new political lines will decide June's European elections? Why have most far-right parties abandoned demands that their countries

leave the EU? Why is climate considered as the other crisis that leads tribes in a clear political direction?).

3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   fear of falling, mainstream parties, consensus view, to trigger fears, political identities, biggest trauma, strengthening external borders, clash, polling, ballot box, battle for supremacy, coming elections, anti-immigration platform.
4. **Render the article in English using the underlined words and phrases.**

Article 17

1. **Read the article and try to explain the underlined words and phrases.**

Work 'Wellness' Programmes Don't Make Employees Happier - but I Know What Does

By André Spicer

https://www.theguardian.com/commentisfree/2024/jan/17/work-wellness-programmes-dont-make-employees-happier-but-i-know-what-does

17 January, 2024

Sinking time and money into mindfulness apps and resilience training ignores the real problem: workplace stress

Bosses want you to be well – but they may be making you ill. To help improve employee health, companies are doing everything from helping workers to stop smoking, offering diet plans and health food, and introducing yoga and exercise sessions, to installing bicycle-powered desks, giving employees apps that track their movements and sleep, providing therapists, taking employees on outdoor adventures and much more.

Companies around the world spent $61.2bn on wellness interventions in 2021. That amount is projected to grow to $94.6bn in 2026. The problem is that most workplace wellbeing interventions cost money and take up time, but have little or no impact on employee wellbeing. In some cases, they may actually undermine workplace wellbeing. It turns out the most effective way to improve employee mental health is by reducing stress, rather than adding new ways to cope with it.

A new study by Oxford University's William Fleming examines the impact of a wide range of workplace wellbeing interventions such as stress management and mindfulness classes, and wellbeing apps. It found that almost none of these interventions had any statistically significant impact on worker wellbeing or job satisfaction. They did not improve employees' sense of belonging at work or reduce perceived time pressures. Nor did they make employees feel supported or improve workplace relationships. In some cases, wellbeing interventions seemed to make matters worse, the study suggested. For instance, workplace resilience and mindfulness training had a slightly negative impact on employees' self-rated mental health.

The Oxford study is not alone in finding that workplace wellbeing initiatives have a modest impact. A US study of nearly 33,000 employees working over 160 sites of a large warehousing company found similarly lacklustre effects. The researchers ran a randomised control trial, with some employees being given a workplace wellbeing intervention while others were not. Employees who got the workplace wellness programme were 8.3% more likely to say they engage in regular exercise and 13.6% more likely to say they tried to manage their weight.

However, after 18 months the researchers found there was no difference in the clinical markers of physical health between those who received the wellbeing intervention and those who did not. There was also no significant difference in healthy behaviours, spending on healthcare, absenteeism, job tenure or job performance. When they returned three years after the intervention, they also found no difference in the levels of health between those who got the wellbeing intervention and those who did not.

The working practices of many organisations seem to actually discourage employee wellness. Stanford University's Jeffrey Pfeffer was part of a team that looked at how many common workplace stressors drive ill health and even death. Drawing on the epidemiological evidence, they identified 10 of the most common workplace sources of stress including shift work, long working hours, job insecurity, conflicts between work and life, low job control, high work demands and lack of support. When they investigated the effect of these factors on the entire US population, they found that about 120,000 deaths a year may be attributable to these bad workplace practices. They also estimated that between 5% and 8% of healthcare spending in the US (or $175bn-$280bn) is driven by how companies manage their employees.

While companies seem to excel at making their employees ill, the question remains about what they *can* do to help them feel better. Fleming points out that it is possible to improve employee wellbeing by focusing on more structural aspects of work. These include improving pay, providing secure contracts, giving employees some flexibility and control over their work schedule, and providing opportunities for upskilling and mentoring.

Birkbeck's Kevin Teoh and Rashi Dhensa-Kahlon looked at employee wellbeing interventions in the NHS and came to a remarkably similar conclusion. The most effective way to improve wellbeing in healthcare workplaces included cutting back pointless bureaucratic procedures, reducing the length of meetings, improving staff rotas and giving employees a sense of psychological safety in their team. My colleague Amanda Goodall has found one important way that organisations can improve wellbeing: improving the quality of frontline managers. Getting rid of David Brent-style bosses and giving managers proper training can significantly improve employee wellbeing.

Most workplaces are not temples of wellness. In some cases, they can be quite the opposite. What's more, many of the interventions employers use routinely to supposedly improve employee wellbeing appear to make no difference – or in some cases, can even make things worse. The good news for leaders and employees is that we know what does work; instead of investing in ineffective initiatives, leaders should focus on taking away stressors. This means getting rid of unnecessarily complicated systems, poorly trained managers, and – in some cases – ineffective wellness interventions.

2. **Make up questions to the contents of the article.**
   (Do work 'wellness' programmes make employees happier? What measures are taken to help improve employee health? What are the most common workplace sources of stress?).

3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   workplace wellbeing interventions, mindfulness training, job tenure, discourage employee wellness, job insecurity, to excel, upskilling and mentoring, sense of psychological safety
4. **Render the article in English using the underlined words and phrases.**

Article 18

1. **Read the article and try to explain the underlined words and phrases.**

The Illegal Migration Bill:
Seven Questions for the Government to Answer
by Rhys Clyne and Sachin Savur
https://www.instituteforgovernment.org.uk
10 March, 2023

One of the five key pledges Rishi Sunak set out in January was to stop asylum seekers arriving in the UK by small boats crossing the English Channel. The number of people arriving this way has increased in recent years, from the low hundreds before 2020 to 45,755 people in 2022. Tragically, more than 130 people have died or gone missing trying to cross the Channel since 2019. Of those who arrived safely, the vast majority (around 90%) have claimed asylum and the Refugee Council estimates that over two thirds of these claims are likely to be successful under the current system.

To act on the Prime Minister's commitment the Home Secretary, Suella Braverman, has introduced the Illegal Migration Bill to Parliament. The new bill aims to deter people from crossing the Channel in small boats by preventing those that do so from claiming asylum in the UK, detaining and removing them from the country.

The bill will now be subject to scrutiny as it passes through Parliament. Given its importance and risk, the Government should not rush the legislation through its stages to avoid detailed scrutiny. Without clear answers to the following questions, the new bill will fail to make a meaningful difference.

1. Does the bill adhere to the UK's international legal obligations?

Within the legislation, the Home Secretary states under Section 19 (1) (b) of the Human Rights Act that she is unable to confirm the bill is compatible with the European Convention on Human Rights. This does not mean that it is necessarily incompatible, but that the European Court of Human Rights (ECHR) may rule against the UK Government's policies. Braverman confirmed in a letter to backbench MPs that "there is a more [than] 50% chance" that it may be incompatible with the convention.

2. How does the bill change existing policy on inadmissible claims?

This bill is not the first effort by the government to ban people arriving by small boats from claiming asylum. In January 2021 the Boris Johnson Government introduced a rule to deem anybody who travelled to the UK via a 'safe' country including France (and so all those crossing the Channel, and the vast majority of other irregular arrivals) inadmissible for asylum. This was further defined by the Nationality and Borders Act 2022.

3. Where can the Government send asylum seekers deemed inadmissible?

In theory, the Government has several options for countries to which it can remove people whose claims have been deemed inadmissible. They can be sent to the country from which they travelled to the UK, provided it is deemed "safe" by the Government. Certain European nationals can be removed to their home country; this includes Albania. Or they can be removed to any other country, provided there is reason to believe they will be admitted and the Home Secretary considers there to be no risk the person will be persecuted.

But in practice, the government's options are extremely limited, which is why so few removals have been made in recent years.

4. What does the Home Secretary consider to be a "reasonable prospect of removal"?

The Home Office's current guidelines state that a reasonable timescale to remove people with inadmissible asylum claims is usually six months. It can be shorter, if no countries agree to accept the person, or longer, if progress towards a removal agreement is delayed. After this time, most people have been admitted into the UK asylum system.

5. What will happen to people the Government cannot remove to another country?

Without increased capacity to remove people, it is likely tens of thousands of people will arrive in the country by small boat, be detained and declared inadmissible for asylum in the UK, but with little prospect of removal from the country.

6. How will the Government accommodate people it has detained and how will it pay to do so?

Alongside moral and legal issues, the potential of indefinite detention of large numbers of people is practically extremely difficult. The UK has a limited immigration detention capacity of around 2,286 people, according to the Refugee Council. If everyone who crossed the Channel last year had been detained for 28 days and then bailed or removed, by 1 September a minimum of more than three times that number (around 7,500 people) would have been being held in detention.

7. Will it actually deter people from crossing the Channel in small boats?

The bill states that by requiring the removal of people who arrive in the UK by irregular means, it aims to deter unlawful migration, particularly by dangerous routes. But there is little evidence to demonstrate that those willing to risk their lives crossing the Channel will be deterred by changes to asylum policy. This was seen with the Rwanda scheme in 2022, where again this lack of evidence led the Home Office Permanent Secretary, Matthew Rycroft, to request a ministerial direction from the Home Secretary on the grounds that the civil service was unable to confirm the value for public money.

2. **Make up questions to the contents of the article.**
   (What makes the introduced Bill illegal? How should one approach its moral and legal issues?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   the Home Office, the Home Secretary, to introduce a bill, asylum seekers, to accommodate migrants, to deter migrants, limited options, limited immigration detention capacity, unlawful migration, on the grounds that, international legal obligations.
4. **Render the article in English using the underlined words and phrases.**

Article 19

1. **Read the article and try to explain the underlined words and phrases.**

The Past, Present, and Future(s) of Feminist Foreign Policy

By Columba Achilleos-Sarll, Jennifer Thomson, Toni Haastrup, Karoline Färber, Carol Cohn, Paul Kirby

International Studies Review, Vol. 25, Issue 1
March, 2023

The Emergence and Development of FFP

What is the history of feminist <u>foreign policy</u> (FFP)? The oft-cited <u>origin</u> story of FFP usually begins with Sweden, the first country that explicitly labeled their foreign policy "feminist," after which the various states that followed in its wake are listed. Two aspects of this narrative are particularly <u>noteworthy</u>. First, FFP is presented as a practice emanating from the Global North that has been exported elsewhere. The <u>uptake</u> of FFP by Mexico, Libya, Chile, Colombia, and Liberia is then read as a sign that FFP might now be taking root in the Global South. Second, FFP is narrated as firmly rooted in state practice, with <u>civil society</u> using the concept only after Sweden adopted an FFP in 2014. While the narrative of Swedish feminist leadership appears to be widespread, it is increasingly challenged for its erasure of centuries of global feminist activism, research, and policymaking.

There are five factors central to the development of FFP: (1) Women's intellectual thought that imagined a world free of violence; (2) feminist peace activism that promoted a new vision of the international order at the International Women's Congresses in 1915 and 1919; (3) feminist international relations research that examined global systems of power; (4) norm entrepreneurs such as the former Swedish Foreign Minister Margot Wallström; and (5) pro-gender equality initiatives at the UN, including the Women, Peace, and Security (WPS) agenda. The embeddedness of pro-feminist norms in bureaucratic and state structures provided favorable conditions for the emergence of FFP. Perhaps an alternative history to the narrative of Swedish leadership begins in The Hague in 1915. Here, more than 1,100 women delegates from twelve European and North American countries came together to advocate an end to World War I. They not only created the International Congress of Women (ICW), which later became the Women's International League for Peace and Freedom (WILPF), but also discussed mediation strategies to end the war and, ultimately, eradicate its root causes. They advocated a demand for the immediate cessation of all warfare as well as demanding complete disarmament and arms control, highlighted that women were especially vulnerable in situations of war, recognized the right of states to self-determination and self-government, recommended the creation of a conference of nations, and called for the equal representation of women. These can be seen as core principles of "FFP" broadly defined and are particularly visible in civil society advocacy.

While this narrative has gained some ground recently, particularly in German foreign policy discourse, it excludes feminist international thought from non-Global North locations and traditions. Feminist objectives go beyond the representation of women and extend, more importantly, to commitments to empathetic and ethical foreign policies in support of gender justice and human rights, often rooted in the struggles of marginalized people. Black feminist thinkers have similarly centered the lived realities of racialized groups, calling on states to "make foreign policies as if Black and Brown lives mattered". More conventional state-centric understandings and adoptions of FFP show a policy position that is still germinating. So what does FFP mean for these states?

The countries that have adopted an FFP are at very different stages of developing a fully fledged policy. Sweden, as described, pioneered the idea of an FFP and then developed an extensive FFP policy portfolio, before abandoning it after the 2022 elections. Conversely, Colombia and Liberia, the most recent countries to announce an FFP, have yet to produce any formal written documentation. In many cases, a formal FFP declaration occurs before any policy or clear definition is produced. This may be due to new Governments or new Ministers eager for an "announceable", or a desire for administrations to attach themselves to the FFP zeitgeist.

2. **Make up questions to the contents of the article.**
   (What makes the introduced Bill illegal? How should one approach its moral and legal issues?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   foreign policy, civil society, complete disarmament, to create favorable conditions, the right of states to self-determination and self-government, cessation of warfare, equal representation, new vision of the international order, policymaking, *fully fledged policy, international relations.*
4. **Render the article in English using the underlined words and phrases.**

Article 20

1. **Read the article and try to explain the underlined words and phrases.**

Sorry, Senators, But Kids Have Free Speech Rights Too

https://www.bloomberg.com

By Noah Feldman

27 April 2023

The new bipartisan bill to limit kids' access to social media will no doubt appeal to many parents. The trouble is that, under existing First Amendment doctrine, the proposed law is almost certainly unconstitutional. For the Supreme Court to uphold it would require it to repudiate a 2011 precedent, Brown v. Entertainment Merchants Association, which struck down a California ban on selling or renting violent video games to minors.

Before I analyze the bill through the lens of First Amendment law, let me be clear that I continue to advise Meta on free-speech related issues, as I've done for several years. So feel free to discount my analysis if you choose. But full disclosure: I am also a longtime teacher of First Amendment law and am co-author of a casebook in the field. What I am about to say is, I think, fairly uncontroversial as a matter of existing jurisprudence.

The proposed legislation, named the Protecting Kids on Social Media Act, has three major components. It bars kids under 13 from having their own social media accounts or interacting with other users on social media platforms, although they would be allowed to passively look at social media sources. The bill requires the platforms to get parental consent before teens between 13 and 18 could create accounts. And it prohibits "the use of algorithmic recommendation systems on individuals" under 18.

The first two parts of the bill run headlong into well-established constitutional law. The third, about algorithmic recommendation, is less obviously unconstitutional; but on close examination, it, too, probably fails First Amendment scrutiny.

The 2011 opinion that's relevant here was written by the late Justice Antonin Scalia. In it, the Supreme Court affirmed that kids have First Amendment free-speech rights. It applied strict scrutiny to the video game law, the most exacting form of constitutional inquiry. To survive strict scrutiny, a law must serve a compelling government interest and be narrowly tailored to achieving that interest. Put another way, the Government must've adopted the least restrictive means to achieve its compelling interest.

Young people's free-speech interests in participating in social media are greater than in playing video games. Today, social media is where public discourse lives. Back in 2017, the Supreme Court put it this way: "While in the past there may have been difficulty in identifying the most important places (in a spatial sense) for the exchange of views, today the answer is clear. It is cyberspace – the vast democratic forums of the Internet in general, and social media in particular." That interest includes posting and interacting, not just consuming content.

To overcome this free-speech interest, the Government has to prove that it has a compelling interest in protecting those under 13 from social media interaction and those under 18 from having social media accounts without parental consent – and that there is no more narrowly tailored way to provide the protection.

To be sure, there is a growing body of scientific literature that associates social media use with genuine, serious harm to kids' mental health. But to satisfy narrow tailoring, the research would have to identify what sort of content is causing the harm and target that. If kids are using social media at least in part in ways that do not cause them harm, then the law is too broad.

As for the parental consent requirement for kids aged 13-18, it, too, is overly broad. In the 2011 case, the California violent video games law allowed an exception for parental consent.

Thus, the consent provision is unconstitutional from the get-go.

That leaves the algorithmic recommendation component. Users may well not have a constitutional right to content tailored to them based on their behavior. But the platforms likely do have a constitutional free-speech right to decide what content to show their users – including minors.

The precise rights of the platforms when recommending content are currently before the Supreme Court and may be clarified by the end of its term in June, so it is too soon to be absolutely sure. But if the court treats recommendations as part of the platforms' constitutional right to curate content, that would render this part of the law unconstitutional.

Think of it this way: if platforms have the right to show recommended content to adult users, they are going to have the same right to show recommended content to minors unless the recommendation ban can be shown to be narrowly tailored to the compelling interest of protecting kids aged 13-18.

Of course, these justices have shown themselves willing to toss out precedent when they wish. If they want to change free speech doctrine, they can. But that's up to the Supreme Court – not Congress.

2. **Make up questions to the contents of the article.**
   (What makes the introduced Bill bipartisan? What makes it unconstitutional under the existing First Amendment?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   amendment, the Supreme Court, free-speech related issues, free-speech rights, co-author, platforms to get parental consent, to *apply strict scrutiny, well-established constitutional law, in a spatial sense, from the get-go, to provide the protection.*
4. **Render the article in English using the underlined words and phrases.**

Article 21

1. **Read the article and try to explain the underlined words and phrases.**

How TikTok Became a US-China National Security Issue

By Alex Barinka and Daniel Flatley

https://www.bloomberg.com

23 March, 2023

Depending on whom you ask, the short-form video app TikTok is where you watch goofy dances and makeup tutorials, or it's a gravely sophisticated threat to US national security. Because TikTok is owned by a Chinese company, ByteDance Ltd.– and because China is known to be interested in having its technology companies share the data they collect

– its ubiquitous popularity among Americans carries geopolitical implications far beyond the mobile-phone screen.

1. *What makes TikTok different from other social media sites?*

Like US-owned social media platforms such as YouTube, Facebook and Instagram, TikTok collects all sorts of data about each user and, through an algorithm, uses that information to deliver more of what the person seems to want. But TikTok is viewed as potentially the most advanced, and uncannily effective, at learning about your interests – based on how long you stay with a video and whether you like, forward or comment on it – and, through its algorithm, delivering more of that to your "For You" feed. Some people joke that TikTok's "For You" knows you better than you know yourself. That makes Chinese ownership of TikTok – the most salient difference between it and other social media, in the eyes of US critics – particularly worrisome. So does this: American adult users of TikTok will spend an average of 56 minutes a day on the app this year, far more than on either Facebook or Instagram, according to researcher Insider Intelligence.

2. *What are the biggest worries about TikTok?*

The national security concerns involve hypothetical, though not implausible, scenarios in which China's Government employs its influence over ByteDance to turn TikTok into an instrument of harm against American interests, through such channels as:

- Data collection. Along with what you seem to be interested in, TikTok learns your computer's unique internet protocol (IP) address as well as – if you choose to let it – your precise location data and who is on your contact list. All that could be used to "develop profiles on millions of Americans" that could be used to blackmail them, Senator Marco Rubio of Florida and Representative Mike Gallagher of Wisconsin, both Republicans, wrote in November.
- Espionage. A 2020 executive order by then-President Donald Trump broached the possibility that China could use TikTok's data to "track the locations of federal employees and contractors" and to "conduct corporate espionage."

- Influence operations. US national security officials are concerned that TikTok could try to shape US public opinion by strategically suppressing or promoting certain videos.

3. *Is there evidence to back up those concerns?*

In December, the chief executives of ByteDance and TikTok admitted that ByteDance employees had inappropriately accessed the IP address of American users, including journalists writing critical stories about the company. The Justice Department is investigating whether that amounted to improper surveillance of Americans. While not involving TikTok specifically, there have been numerous reports in recent years about China attempting through various means to influence US politics, including elections. These types of concerted campaigns continue to proliferate across all social media apps.

4. *What does the company say?*

TikTok says its independence is reflected in the fact that its chief executive officer is based in Singapore, its chief operating officer in the US and its global head of trust and safety in Ireland. "I understand that there are concerns stemming from the inaccurate belief that TikTok's corporate structure makes it beholden to the Chinese Government or that it shares information about US users with the Chinese Government," TikTok CEO Shou Chew said in prepared remarks to be delivered Thursday at a hearing in the US Congress. "This is emphatically untrue. Let me state this unequivocally: ByteDance is not an agent of China or any other country." TikTok had hoped that concerns over data had been resolved through its so-called Project Texas, which included partnering with Austin, Texas-based Oracle Corp. to store user data and audit the platform's algorithms.

5. *What are the worries about TikTok outside* Government circles*?*

Its success at holding the attention of its users has alarmed some parents and educators. Qustodio, a maker of parental control software, analyzed 400,000 family accounts for TechCrunch and found that American teenagers and kids spent an average of 99 minutes a day on TikTok in 2021, compared with 61 minutes on YouTube. A number of viral TikTok trends have also raised concern. A particularly notorious one, called the blackout challenge, was linked to the deaths of at least 15 kids age 12 or younger, plus five additional children age 13 and 14, over an 18-month span, Bloomberg Businessweek reported in November.

2. **Make up questions to the contents of the article. (What makes TikTok a national security issue? What are the biggest worries about TikTok?).**
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   to share the data, ubiquitous popularity, carries geopolitical implications, data collection, to broach the possibility, to track the locations, Justice Department, to shape public opinion, instrument of harm, to stem from, ownership, to employ influence, to store user data.
4. **Render the article in English using the underlined words and phrases.**

Article 22
Minority Languages Fight for Survival in the Digital Age (Op-Ed)
By Jeremy Colin Evas

https://theconversation.com/minority-languages-fight-for-survival-in-the-digital-age-22571

17 February, 2014

1. **Read the article and try to explain the underlined words and phrases.**

Language is about much more than just about talking to each other; it’s one of the bases of identity and culture. But as the world becomes increasingly globalised and reliant on technology, English has been reinforced once again as the lingua franca.

The technological infrastructure that now dominates our working and private lives is overwhelmingly in English, which means minority languages are under threat more than ever.

But it might also be true that technology could help us bring minority languages to a wider audience. If we work out how to play the game right, we could use it to help bolster linguistic diversity rather than damage it. This is one of the main suggestions of a series of papers, the most recent of which looks at the Welsh language in the digital age.

Welsh was granted official status in Wales by the Welsh Language Measure 2011. This builds on previous legislation that sought to ensure that bodies providing a service to the public in Wales – even those that are not actually based in Wales – must to provide those services in Welsh.

As more public services go online, the language in which those services are presented is all important. At the European level, around 55 million speak languages other than one of the EU's official languages. In the UK, the total speakers of Welsh, Cornish, Scottish Gaelic and Irish number hundreds of thousands.

Language technology advances mean it will be possible for people to communicate with each other and do business with each other, even if they don't speak the same language.

Technology fail.

These language technology and speech processing tools will eventually serve as a bridge between different languages but the ones available so far still fall short of this ambitious goal. We already have question answering services like the ones you find on shopping sites, and natural language interfaces, such as automated translation systems, but they often focus on the big languages such as Spanish or French.

At the moment, many language technologies rely on imprecise statistical approaches that do not make use of deeper linguistic methods, rules and knowledge. Sentences are automatically translated by comparing a new sentence against thousands of sentences previously translated by humans.

This is bad news for minority languages. The automatic translation of simple sentences in languages with sufficient amounts of available text material can achieve useful results but these shallow statistical methods are doomed to fail in the case of languages with a much smaller body of sample material.

The next generation of translation technology must be able to analyse the deeper structural properties of languages if we are to use technology as a force to protect rather than endanger minority languages.

Chit chat to survive.

Minority languages have traditionally relied on informal use to survive. The minority language might be used at home or among friends but speakers need to switch to the majority language in formal situations such as school and work.

But where informal use once meant speaking, it now often means writing. We used to chat with friends and family in person. Now we talk online via email, instant messaging and social media. The online services and software needed to make this happen are generally supplied by default in the majority language, especially in the case of English. That means that it takes extra effort to communicate in the minority language, which only adds to its vulnerability.

Enthusiasts are live to this problem and crowdsourced solutions are emerging. Volunteers have produced a version of Facebook's interface in Welsh and another is on the way for Twitter, so who knows what might be next?

It's also possible for language technologies to act as a kind of social glue between dispersed speakers of a particular language. If a speaker of a minority language moved away from their community in the past, the chances of them continuing to speak that language would have been dramatically reduced. Now they can stay in touch in all kinds of ways.

More and more, communities are developing online around a common interest, which might include a shared language. You can be friends with someone who lives hundreds of miles away based on a shared interest or language in a way that just wasn't possible 20 or even ten years ago.

Unless an effort is made, technology could serve to further disenfranchise speakers of minority languages. David Cameron is already known to be keen on an iPad sentiment analysis app to monitor social networks and other live data, for example. But if that app only gathers information and opinions posted in English, how can he monitor the sentiments of British citizens who write in Welsh, Gaelic or Irish?

On the cultural side, we need automated subtitling for programmes and web content so that viewers can access content on the television and on sites like YouTube. With machine translation, this could bring content in those languages to those who don't speak them.

All this is going to be a big job. We need to carry out a systematic analysis of the linguistic particularities of all European languages and then work out the current state of the technology that supports them. But it's a job worth doing.

2. **Make up questions to the contents of the article.**
   (How does digitalization threat minority languages? What are the main strategies for them to survive?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   the lingua franca, minority language, majority language, to be under threat, social networks, live date, to stay in touch, shared interest or language, properties of languages, linguistic peculiarities, to carry out a systematic analysis, current state.
4. **Render the article in English using the underlined words and phrases.**

Article 23

1. **Read the article and try to explain the underlined words and phrases.**

Analysis: Fears Mount for the Arctic
as Cooperation with Russia Stalls

By Humeyra Pamuk, Gloria Dickie and Gwladys Fouche

https://www.reuters.com

May 9, 2023

WASHINGTON/LONDON/OSLO (Reuters) – For nearly three decades, the Arctic Council has been a successful example of post-Cold War cooperation.

Its eight members, including Russia and the United States, have cooperated on climate-change research and social development across the ecologically sensitive region.

Now, a year after council members stopped working with Russia following its invasion of Ukraine and as Norway prepares to assume the chairmanship from Moscow on May 11, experts are asking whether the polar body's viability is at risk if it cannot cooperate with the country that controls over half of the Arctic coastline.

An ineffective Arctic Council could have dire implications for the region's environment and its 4 million inhabitants who face the effects of melting sea ice and the interest of non-Arctic countries in the region's mostly untapped mineral resources.

The work of the council, which comprises the eight Arctic states of Finland, Norway, Iceland, Sweden, Russia, Denmark, Canada and the United States, in the past has produced binding agreements on environmental protection and preservation.

It is also a rare platform giving a voice to the region's Indigenous peoples. It does not deal with security issues.

But with the end of cooperation with Moscow, about a third of the council's 130 projects are on hold, new projects cannot go ahead and existing ones cannot be renewed. Western and Russian scientists no longer share climate change findings, for example, and cooperation for possible search-and-rescue missions or oil spills has stopped.

“I am worried that this will really hobble the ability of the Arctic Council to work through these various issues,” U.S. senator Angus King from Maine told Reuters.

A Divided Region?

The Arctic is warming about four times as fast as the rest of the world.

As sea ice vanishes, polar waters are opening to shipping and other industries eager to exploit the region's bounty of natural resources, including oil, gas, and metals such as gold, iron and rare earths.

The discord between Russia and the other Arctic Council members means that an effective response to these changes is far less likely.

"Norway has a big challenge," said John Holdren, co-director of the Harvard Kennedy School's Arctic Initiative and a former science advisor to U.S. President Barack Obama. "That's how to rescue as much as possible of the Arctic Council's good work in the absence of Russia."

Russia argues this work cannot continue without it.

The council is weakening, Russian Arctic Ambassador Nikolay Korchunov told Reuters, saying he was not confident it “will be able to remain the main platform on Arctic issues”.

Adding to the worries is the possibility that Russia will go its own way on issues affecting the region or even establish a rival council.

Recently, it has taken steps to expand cooperation in the Arctic with non-Arctic states. On April 24, Russia and China signed a memorandum establishing cooperation between the countries' coast guards in the Arctic.

Days earlier, on April 14, Russia invited China, India, Brazil and South Africa - the BRICS – to conduct research at its settlement on Svalbard, an Arctic archipelago under Norwegian sovereignty where other countries can operate under a 1920 Treaty.

“Russia is seeking to build relationships with some non-Arctic countries, particularly China, and that is a development that is concerning,” said David Balton, executive director of the Arctic Steering Committee at the White House.

Russia's Korchunov said Moscow welcomed non-Arctic states in the region, provided they did not come with a military agenda.

"Our focus on a purely peaceful format of partnership also reflects the need of development of scientific and economic cooperation with non-Arctic countries," he said.

How To Engage With Moscow

Norway says it is “optimistic” a seamless transition of the chairmanship from Russia can be achieved as it is in the interest of all Arctic states to maintain the Arctic Council.

“We need to safeguard the Arctic Council as the most important international forum for Arctic cooperation and make sure it survives,” Norwegian Deputy Foreign Minister Eivind Vad Petersson told Reuters.

That will not be easy, given Oslo's own strained relations with Moscow. In April, Oslo expelled 15 Russian diplomats saying they were spies. Moscow denied the accusations and Korchunov said the expulsions undermined the trust needed for cooperation.

Analysts say NATO-member Norway, which shares an Arctic border with Russia, is still well-placed to handle the delicate balancing act with Moscow.

“Norway has been the most outspoken when it comes to the possibility of keeping the door ajar so that Russia could, when politically feasible, be part of the Arctic Council again,” said Svein Vigeland Rottem, a senior researcher in Arctic governance and security at the Fridtjof Nansen Institute in Oslo.

Indeed, said lawmaker Aaja Chemnitz Larsen, the council will eventually need to reengage with Russia even if that moment has not yet arrived.

“I don't see an Arctic Council without Russia in the future,” said Larsen, a Greenland lawmaker at the Danish Parliament and the Chair of Arctic Parliamentarians, a body including MPs from across the Arctic countries.

“We need to be prepared for a different time when the war (in Ukraine) one day will be over.”

2. **Make up questions to the contents of the article.**
   (What makes Arctic a sensible region? How should evaluate The Arctic Council activities?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**

the Arctic Council, chairmanship, viability, environmental protection and preservation, inhabitants, Indigenous peoples, to expand cooperation, executive director, to sign a memorandum, treaty, scientific and economic cooperation, strained relations , agenda, to share research findings, to conduct research, senior researcher.

4. **Render the article in English using the underlined words and phrases.**

Article 24

1. **Read the article and try to explain the underlined words and phrases.**

New liberal Latino Lawmakers are Preparing to Challenge Status Quo

By Silvia Foster-Frau

https://www.washingtonpost.com

2 January, 2023

The record number of Hispanic legislators, including five Republicans and nine Democrats, joining Congress this year reflects the growing influence of the Latino electorate.

When the 118th Congress swears in its newly elected members this week, it will include a record number of new Latino members.

The five Republican and nine Democratic freshmen driving the boost in representation include the first member of Generation Z, the first openly gay Republican elected to Congress, and the first Latinas from Colorado and Illinois. Oregon has never sent a Hispanic person to Congress and now is sending two – one Democrat and one Republican.

Many are young, liberal members who embraced left-leaning politics and ran campaigns that championed Medicare-for-all, raising the minimum wage and a pathway to citizenship for the country's 11 million undocumented immigrants. The new lawmakers' average age is about 38 – 20 years younger than the average age of House members at the start of the 117th Congress, according to the Library of Congress.

Though much has been made of the rightward shift of some Latino voters in recent years, these left-leaning members reflect a growing part of the Latino community whose politics have become more liberal as a result of the relative youth of their voters and in response to the rise in recent years of Hispanic candidates backed by former President Donald Trump, experts say.

"A lot of the news coverage has been sharply focused on Trump's success [with Latino voters] in 2020 and in 2022, but, of course, there is a wider story," said Mark Hugo Lopez, the Pew Research Center's director of race and ethnicity research. Latinos are "not so easily characterized one way or another, so why wouldn't we see the emergence of candidates from many parts of the political spectrum?"

Many of the incoming Democrats were endorsed by the Congressional Progressive Caucus PAC, share working-class backgrounds or immigrant experiences, and ran liberal campaigns in congressional districts with significant Latino populations.

"It's not just all in Los Angeles and San Antonio and Miami where we have our Latino electeds, but in many of these areas where Latinos were not a majority of a population," said Matt Barreto, a Democratic strategist who has specialized in Latino voters. "Those candidates are saying, 'We're just as much a part of this district as anyone else.'"

Some of the liberal soon-to-be-freshman Latino members gathered recently to hold their first D.C. news conference. As they waited to talk about their legislative priorities, including immediate immigration changes and expanding the child tax credit, Garcia, Delia Ramirez of Illinois and Greg Casar of Texas compared how they had fared in the office-selection lottery and the colors they had picked out for their new spaces.

They also signaled that they wouldn't shy away from using aggressive tactics to influence veteran Hispanic members of Congress, many of whom express more-moderate viewpoints than theirs.

"We're going to work really hard to not just change our own Progressive Caucus, but our Hispanic Caucus, and try to bring a new sense of urgency. We do not want to wait anymore" for change, Garcia told reporters, with the stately pillars of the U.S. Capitol behind him.

The group had giddily toured their new workplace, some noting the number of White, upper-class legislators depicted in paintings and statues in the Capitol. Despite a record number of Latino members in Congress, Hispanic lawmakers will make up only about 10 percent of the House, a significantly smaller share than the country's Latino population. Of the 47 Latinos who will be part of the House, 35 are Democrats and 12 are Republicans, according to an analysis by the National Association of Latino Elected and Appointed Officials.

The liberal first-time lawmakers will come into Congress as part of a House minority and as Republicans are attempting to sway more of the Latino electorate their way. The GOP increased spending in midterm elections by 50 percent in the top 30 most-Latino congressional districts compared with spending in the top 30 Latino districts in 2018, according to a Washington Post analysis. Those 30 districts varied because of redistricting, but they still demonstrate how aggressively the party has begun courting the Latino vote.

The GOP's 12 Latino members in the House will be a record for the party, and many of the five new Latino and Latina Republican members also made history. Juan Ciscomani will be the first Latino Republican from Arizona. Anna Paulina Luna, who was endorsed by Trump, will be the first Mexican American from Florida. Monica De La Cruz, also endorsed by Trump, is the first Republican and first woman to represent her South Texas district. Anthony D'Esposito, a retired police detective, will be the first Republican to represent New York's 4th Congressional District in more than two decades.

"If these younger and more progressive [members] can connect well with younger voters, they have the ability to dramatically increase Latino turnout in future elections," said Barreto, the Democratic strategist, noting the relative youth of the Latino population. "You need to have those newer faces who can speak to a younger generation and get them engaged in politics in a way that older candidates have a harder time with."

2. **Make up questions to the contents of the article.**
   (What does the record number of liberal Hispanic legislators imply for the USA? What consequences for the US migration policy should be expected?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   legislator, lawmaker, community, left-leaning politics, to raise the minimum wage, pathway to citizenship, average age, to run a campaign, working-class backgrounds, voters, to drive the boost, news coverage, share, to express moderate viewpoints, elected and appointed officials, to sway the electorate their way, turnout (in elections) .
4. **Render the article in English using the underlined words and phrases.**

Article 25

1. **Read the article and try to explain the underlined words and phrases.**

Why Some US Student Loans Are Getting Forgiven But Not Others

By Janet Lorin

https://www.bloomberg.com/news/articles/2024-02-23/why-only-some-us-borrowers-get-debt-forgiveness-as-student-loan-payments-resume

23 February, 2024

Millions of Americans with federal student loans have been making payments again. Given the huge scale of student loan debt in the US – more than 40 million people collectively owe more than $1.6 trillion – there are concerns that discretionary consumer spending will take a hit. The issue is sure to play a role in the 2024 political campaign season, as many young voters fault Republicans and a conservative-majority Supreme Court for stymieing attempts by President Joe Biden, a Democrat, to ease the debt burden. Biden, for his part, has used existing federal payment programs to forgive some loans despite the Supreme Court ruling. The rising cost of college and graduate school, too, means that student debt is a problem that's not going away.

1. Why did payments resume?

Payments were halted by President Donald Trump in March 2020 as Covid lockdowns began in the US. The freeze also temporarily gave borrowers a 0% interest rate on their loans. The moratorium was extended multiple times. But then last year, Biden and then-House Speaker Kevin McCarthy, a Republican, agreed to a plan to raise the nation's debt limit and avoid a Government shutdown. That deal included a provision that prohibited the Education Department from authorizing another extension after the latest one expired. Interest accruals resumed on September 1, and bills began coming due in October.

2. What role did the Supreme Court play?

In 2023, the Supreme Court blocked a separate initiative by the Biden administration that would have forgiven as much as $20,000 in debt per borrower, after six Republican-led states challenged the plan as exceeding the President's authority. The court's conservative majority ruled that Biden couldn't use the so-called HEROES Act – a 2001 law that allows the education secretary to "waive or modify" student loan requirements – to forgive student debt. Biden said after the court's ruling that he would try a different legal avenue to provide debt relief, invoking his authority under the Higher Education Act of 1965 to provide financial assistance for college students, though the Education Department hasn't said how that might play out.

3. Why are some people still getting their loans forgiven?

Roughly 3.9 million Americans, or less than 10% of borrowers, have received some form of loan forgiveness in the last year despite the Supreme Court's rejection of Biden's sweeping student-loan plan. These accounts should have already qualified for relief on the strength of programs designed to help low-income, disabled and public-sector workers, the Biden administration said. The programs had failed to provide that relief – which so far has amounted to $138 billion – because of administrative problems, it said. That number could grow as more people become eligible for forgiveness under the Saving on a Valuable Education

(SAVE) program, which lets qualifying borrowers set payment amounts based on their income and family size, rather than their loan balance. The program has enrolled 6.9 million people. Administration officials have declined to estimate how many borrowers will eventually see loans forgiven under the program.

4. What are the arguments for and against student debt forgiveness?

Some critics of Biden's original plan said it would be unfair to those who had already paid back student loans or who worked their way through college to avoid debt. Some progressive activists, like Senator Elizabeth Warren of Massachusetts, said that Biden's plan didn't go far enough. She called for forgiving as much as $50,000 in loans, while others pressed for deeper relief for targeted groups, like borrowers who didn't finish their degrees. And people on all sides of the issue pointed out that forgiving debt would do nothing to alter the economics of education that produced the borrowing in the first place – the price tag for higher education that keeps rising faster than the rate of inflation.

5. How is the resumption of interest and payments affecting borrowers?

Interest began accruing again for most borrowers in September. Since then, consumers have allocated around $34 billion toward paying their student loans. That money has to come from somewhere. Although some retailers had warned that the resumption of payments might affect their businesses, clear evidence hasn't emerged. A Philadelphia Federal report in February found that the "return to repayment has incrementally affected borrowers."

6. What happens now?

To help those struggling to restart payments, the Biden administration added a 12-month "on-ramp" through September 2024. Borrowers who miss monthly payments during this period aren't considered delinquent, reported to credit bureaus, placed in default or referred to debt collection agencies.

2. **Make up questions to the contents of the article.**
   (What are the arguments for and against student debt forgiveness? Who are the main consumers and beneficiaries of the resumption of payments?).
3. **Give Russian equivalents of the following words and phrases and make up a situation with them:**
   student loans, debt . discretionary consumer spending, voters, to ease the debt burden,, debt collection agencies, the Supreme Court , borrowers, debt limit, Government shutdown, to expire, to exceed the President's authority, to provide financial assistance, income, targeted groups, the rate of inflation, to invoke authority.
4. **Render the article in English using the underlined words and phrases.**

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ПРИЛОЖЕНИЕ 1

РЕКОМЕНДАЦИИ ПО РЕФЕРИРОВАНИЮ ТЕКСТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

В ходе реферирования всегда выполняются две задачи: 1) выделение основного и главного и отсеивание второстепенного и несущественного и 2) перефразирования главной мысли в краткую форму речевого произведения.

При реферировании текстов на английском языке существуют определенные особенности способа изложения материала и использования лексики и грамматических конструкций.

Рекомендуется придерживаться следующей последовательности действий:

1. Внимательно **прочитайте текст** несколько раз.
2. Определите **основную тему** текста, подчеркните предложения, которые ее выражают.
3. **Проанализируйте каждый абзац**, сформулируйте его основную мысль. Если идеи повторяются, объедините их.
4. Начните писать реферат, указав **название текста, автора, источник** и **дату** публикации.
5. Сформулируйте **предложение, отражающее основную проблему** текста. Придерживайтесь правила «от общего к частному».
6. Составляйте **простые предложения**, которые способствуют быстрому восприятию содержания. Для характеристики различных процессов могут быть использованы причастные обороты.
7. **Избегайте цитирования** автора, использования **прямой речи**.
8. **Перефразируйте**, изменяя утверждения с помощью **синонимов, антонимов, толкования** или **изменения грамматической структуры** предложения, при этом смысл утверждения не должен меняться.
9. Можно использовать слова, фразы или примеры из текста, только если Вы находите их важными.
10. **Избегайте повторений**, придерживайтесь сути.
11. Используйте различные **связующие слова** (*linkers*), чтобы логично переходить от одной идеи к другой.

12. **Опускайте ненужные детали**, например, перечисления, примеры и т.п., если они второстепенны. Цифровые данные можно представить более обобщенно, например, 2%= a very small proportion of; 20%= a fifth; 24%= almost a quarter; 25%= a quarter; 49%= just under a half; 51%= just over a half; 55%-65%= more than a half; 73%= nearly three quarters; 76%= just over three-quarters.

Особое внимание следует уделить отработке специальных клише, характерных для жанра реферата:

1) Общая характеристика статьи:

The text / article under summarizing/ consideration is intended / aims to describe (explain/ examine/ survey) …
The present text … goes /inquiries into/ focuses on / deals with…
The text is devoted to/ concerned with ….
This paper aims at…

2) Задачи, поставленные автором:

The author outlines (points out, reviews, analyses)…
The author begins /continues/ argues / states/ maintains / claims / mentions / believes /concludes that ….
Special attention is paid/ given to ….
Some factors are taken into consideration/ account ….
A brief account of … is given.
The author refers to … / Reference is made to ….
The author gives a review of … ./ A review of … is given.
It is observed/ reported/ known/ demonstrated that ….
It appears/ seems/ proves that ….
It should be noted/ mentioned ….

3) Подведение итогов, выводов:

(если текст носит аналитический характер, и автор четко делает вывод) *The paper summarizes …, At the end of the article the author sums up...*
(если текст является новостным) *The final part/ paragraph says/ reminds the reader...*

ПРИЛОЖЕНИЕ 2

HOW TO RENDER AN ARTICLE.
PLAN AND USEFUL STRUCTURES

I. INTRODUCTION

1. The title / headline of the article.

- The headline of the article is...
- The article is headlined ... The article goes under the headline...
- The article is entitled...

2. The author of the article; where and when the article was published (*if this information is given).

- The author of the article is...
- The article is written by...
- The article is taken from the newspaper...
- It is (was) published in...
- It is (was) printed in…
- The article I'm going to give a review of is taken from…
- The publication date of the article is...
- The article is dated the 1st of October, 2023… The article is printed on the 25th of October, 2023…

II. MAIN BODY

1. The topic / subject matter of the article.

- The article deals with the topic...
- The article is about…
- The article is devoted to...
- The article touches upon the topic of...
- The key issue of the article is… The basic subject matter of the article is...
- The article describes the situation...
- The article assesses the situation...
- The article informs us about… / comments on…
- The article deals with / is concerned with / describes / examines / reveals / exposes / dwells on / explains / addresses / discusses / presents / covers / outlines / states / offers / considers / looks into / treats…

2. The purpose / aim, the problem and the main idea of the article.

- The purpose of the article is to give the reader some information on ... The aim of the article is to provide the reader with some facts / material / data on ...
- The article addresses the problem of...
- The article raises / brings up the problem...
- The main idea of the article is...

3. **The structure and the summary / contents of the article (+facts, names, figures, etc.).**
   - The article can be divided into some logically connected parts…
   - The first part deals with...
   - The second covers...
   - The third touches upon the problem of...
   - The fourth part includes ...
   - The author starts by telling (the reader) (about, that...)…
   - At the beginning of the article the author describes / depicts / touches upon / explains / introduces / mentions / recalls / makes a few critical remarks on…
   - The article begins (opens) with the description of / introduction of / mention of / analysis of / summary of / the characterization of / author's opinion of / author's recollections of / the enumeration of…
   - Further/next/then the author reports (says) that…
   - The article goes on to say that...
   - In conclusion ... The author comes to the conclusion that…
   - In conclusion the author says / makes it clear that…
   - At the end of the article the author sums it all up by saying … The author concludes by saying that… / draws a conclusion that / comes to the conclusion that…
4. *** The style/vocabulary of the article.**
   - The author's vocabulary is rather vivid, poor, rich…
   - The author resorts to colourful general phrases / exaggerations / words with negative / positive connotation / descriptive adjectives / comparisons / metaphors / epithets ... (to create a vivid picture, a humorous effect / to enforce the influence on the reader…). We see the author's mastery in conveying the main idea to the reader with the help of…

III. CONCLUSION

Summarize / restate the message (main idea) of the article. Comment on the way the author managed to convey it. Say whether or not you agree with the author's point of view. State your own opinion of the article and the problem discussed.

- In conclusion I'd like to…
- To come back to what I was saying…
- The message of the article is that…
- The message of the writer is clear to understand...
- The main idea of the article is…
- I fully agree with / I don't agree with…
- From my point of view…
- As far as I am able to judge…
- My own attitude to this article is…
- The article is... / I find this article interesting / entertaining / exciting / gripping / amusing / enjoyable / funny / witty / banal / dull / outdated / boring /of no value / too hard to understand... because…
- In my opinion the article is worth reading because…

ПРИЛОЖЕНИЕ 3

АЛГОРИТМ СОСТАВЛЕНИЯ РЕФЕРАТА

1. Разделение текста на смысловые части и определение подтем текста.
2. Действие по выделению *ключевых слов* и *ключевых фрагментов*, обусловленных темой публикации. Они подчеркиваются или выписываются. При регистрации ключевых фрагментов следует руководствоваться следующими правилами:
   - Фрагменты могут быть не связаны друг с другом.
   - Форма, в которой фиксируется в первоисточнике фрагмент, может измениться при передаче.
   - Порядок следования фрагментов произволен. Так, в одном и том же абзаце иногда удается выбрать несколько фрагментов, в то время как ряд других абзацев может не содержать ничего.
   - Ключевые фрагменты могут быть получены в результате перефразирования отрезков оригинала. При этом следует учитывать *синонимические выражения*, рассредоточенные по всему тексту.
3. Действие по перегруппировке фрагментов и составление логического плана текста.
4. Действие по составлению реферата («монтаж»).
5. Редактирование текста реферата.

ПРИЛОЖЕНИЕ 4

ПРИМЕРЫ УПРАЖНЕНИЙ, ПОДВОДЯЩИХ К РЕФЕРИРОВАНИЮ

Упражнение 1. Найдите в абзаце предложение, высказывание, которое может служить заголовком.
Упражнение 2. Определите количество фактов, излагаемых в тексте.
Упражнение 3. Обобщите 2-5 предложений (или абзац) в одно.
Упражнение 4. Изложите основные положения текста в виде плана.
Упражнение 5. Опустите все вводные предложения в абзаце, вводные слова в предложении и описательные (придаточные) предложения.
Упражнение 6. Используйте объемные слова вместо описаний или придаточных предложений.
Упражнение 7. Опустите все повторы и примеры, кроме фактов (или данных), в которых заключена значимая информация.
Упражнение 8. Используйте лексическое, грамматическое перефразирование.
Упражнение 9. Выделите ключевые слова и фрагменты в каждом отмеченном по степени информативности абзаце.
Упражнение 10. Составьте логический план текста.

ПРИЛОЖЕНИЕ 5

ОБРАЗЕЦ РЕФЕРАТИВНОГО ИЗЛОЖЕНИЯ СТАТЬИ

Эфирное равенство

Партии, прошедшие в Госдуму и образовавшие в нижней палате свои фракции, должны получить равный доступ к государственным СМИ – вне зависимости от того, сколько депутатов состоит в той или иной фракции. Такое положение появится в российском законодательстве в том случае, если парламент утвердит законопроект, внесенный в минувшую пятницу президентом Дмитрием Медведевым. Как поясняет пресс-служба главы государства, проект закона «О гарантиях равенства парламентских партий при освещении их деятельности государственными общедоступными телеканалами и радиоканалами» призван воплотить в жизнь одно из поручений, содержащихся в первом послании Президента Медведева Федеральному Собранию. «Время новостей» напоминает, что выступая 5 ноября на совместном заседании Думы и Совета Федерации, президент заявил: «Парламентские партии должны иметь четко сформулированные гарантии освещения их работы в государственных СМИ». В проекте речь идет не обо всех СМИ, а только о теле- и радиоканалах, созданных в «форме федерального государственного унитарного предприятия». Подобной форме сейчас соответствует лишь Всероссийская государственная телевизионная и радиовещательная компания (ВГТРК). Иными словами, думские фракции получат свои доли в эфире телеканала «Россия» и радиостанции "Маяк", поясняет «Коммерсантъ». При этом партийцам указано, чтобы они не рассчитывали на выход в специализированных государственных общедоступных теле- и радиоканалах (детских, культурных, музыкальных, спортивных и т.д.). Кроме того, новый закон не отменяет установленных избирательным законодательством правил доступа партий в СМИ в период выборных кампаний, которые установлены профильным законодательством. То есть, когда придет черед следующих думских выборов, ни одна партия, имеющая сейчас фракцию в Думе, не получит эфирных преимуществ перед партиями, в Думе не представленными. В период между выборами эфирное равенство может быть нарушено законом «О порядке освещения деятельности органов государственной власти в государственных средствах массовой информации». Так, "Справедливая Россия" как парламентская партия, с одной стороны, будет иметь все гарантии, предоставить которые ей решил Дмитрий Медведев: постоянно размещать в эфире информацию о своей деятельности и деятельности руководящих органов, о достижениях и проблемах как отдельных депутатов в Госдуме, так и всей фракции. А с другой стороны, в эфире регулярно появляется лидер партии Сергей Миронов, но как председатель Совета федерации. Еще больше законных преимуществ в эфире у "Единой России". Председатель ее высшего совета Борис Грызлов, возглавляющий попутно думскую фракцию единороссов, появляется на экранах исключительно в качестве спикера Госдумы. А председатель партии Владимир Путин появляется на телеэкране как премьер-министр. КПРФ в связи с этим даже пыталась оспорить правомерность общения господина Путина с телезрителями канала "Россия" 4 декабря прошлого года. Ответы в эфире на вопросы граждан, которые теперь подавались в виде телепередачи «Разговор с Владимиром Путиным», фактически воспроизводили "прямые линии" той поры, когда нынешний премьер был президентом. 18 февраля юридическая служба КПРФ сообщила, что ею получен официальный отказ ВГТРК, который мотивирован тем, что компания затрудняется определить, в каком качестве господин Путин провел свой «разговор».

***Время новостей*, 02/03/2009**

“Equality of broadcasting time”

Equality of broadcasting time. The article under consideration highlights the role of Mass Media in politics. The subject matter of the article is the introduction of a new bill about equality of broadcasting time, which is given to all parties, which have factions in the State Duma. The communicative aim of the author is to show how inequality in distributing broadcasting time can influence parties ratings and consequently their electoral success. So, that’s how the article reveals how broadcasting time is connected with political success. The president (Dmitry Medvedev) introduced a bill according to which all parties which have factions are supposed to have equal access to broadcasting time regardless of the number of deputes in their factions in the State Duma. These parties have access only to the state owned Mass Media. The state owned Media outlets include for example radiostation

“Mayak” and TV-channel “Russia”. The author specifies that the political parties having factions in the State Duma don’t have access to channels focused on culture, music, sport and so on. According to this new bill the parties have an equal share of broadcasting time during run-up to elections. So, none of the parties which has already had faction has preference according to the proposed bill.

However the author admits that in the period between elections two parties “Справедливая Россия” and “Единая Россия” have a great opportunity to voice their positions because the heads of these parties are the chairman of the Federation Council, the speaker of the State Duma and the prime minister. So, these parties have more advantages and opportunities to be advertised in Mass Media. Consequently we can’t speak about equality in distributing broadcasting time. So, personally I think that in Russia it is absolutely impossible to achieve equality between parties or politicians. And more over it’s impossible to eliminate dirty tricks from politics and make elections fair. It’s a sad fact but we have to put up with it because we can’t change anything, as unfortunately grassroots in Russia don’t have an opportunity to influence decisions making by the Government. May be in the future something will change for better and parties will have equal rights and opportunities.

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