

**В.М. Мошкович**

**ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ  
(АНГЛИЙСКИЙ ЯЗЫК)**

**УЧЕБНО-ПРАКТИЧЕСКОЕ ПОСОБИЕ**

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гуманитарно-педагогический университет»

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Практикум предназначен для развития и совершенствования языковой, речевой, социокультурной и лингвострановедческой компетенций обучающихся. Каждый раздел содержит систему заданий, направленных на усвоение и активизацию тематической лексики, тексты для изучающего чтения, вопросы для проверки понимания и для обсуждения, тексты для перевода с русского на английский язык, тексты для реферирования, творческие проектные задания, развивающие монологическую (устную и письменную) и диалогическую речь обучающихся.

Материалы предназначены для студентов факультета иностранных языков, обучающихся по направлению подготовки 45.03.02 Лингвистика, профильная направленность «Перевод и переводоведение».

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## ВВЕДЕНИЕ

Дисциплина «Практикум по культуре речевого общения» составляет неотъемлемую часть программы подготовки специалистов по лингвистическим и филологическим специальностям.

Современные образовательные стандарты в области гуманитарного образования в целом и лингвистического в частности в полной мере отражают сложившиеся в образовательном пространстве тенденции к учету коммуникативной парадигмы и делают упор на известные расхождения в языковых картинах мира и, соответственно, ментальности носителей различных языков, поскольку именно неучет ментальности препятствует достижению целей коммуникации и может приводить к коммуникативному провалу.

Пособие создано в соответствии с Федеральными государственными образовательными стандартами по направлениям подготовки «Лингвистика» (квалификация «бакалавр»), «Педагогическое образование (с двумя профилями подготовки)» (профиль «Английский язык. Иностранный язык», квалификация «бакалавр»). Оно направлено на последовательную отработку коммуникативных навыков в рамках профессионально ориентированного общения с опорой на содержательно актуальные аутентичные материалы масс-медиа-дискурса.

Изучаемые коммуникативные стратегии отрабатываются на совокупности текстов современной тематики, содержательно актуальных аутентичных материалов, что повышает мотивацию у студентов, вооружает их современным лексическим репертуаром. Тематику текстов пособия составили такие актуальные проблемы, как образование, семейные отношения, средства массовой информации и спорт.

Пособие предназначено для студентов учреждений высшего профессионального образования, изучающих английский язык, а также для тех, кто хочет повысить уровень владения актуальным английским языком.

## HIGHER EDUCATION



### **I. READ PART ONE OF THE TEXT ‘HIGHER EDUCATION IN THE UNITED STATES’.**

Higher education in the United States is an optional final stage of formal learning following secondary education. Higher education, also referred to as post-

secondary education, third stage, third level, or tertiary education occurs most commonly at one of the 4,726 degree-granting institutions, either colleges or universities in the country. These may be public universities, private universities, liberal arts colleges, or community colleges. Strong research and funding have helped make American colleges and universities among the world's most prestigious, making them particularly attractive to international students, professors and researchers in the pursuit of academic excellence.

### **Statistics**

According to the latest figures available in 2015, the US has a total of 21 million students in higher education, roughly 5.7 % of the total population. About 13 million of these students are enrolled full-time.

Institutions of higher education may be either public or private. The public institutions are financed by state. Most of the students, about 80 per cent, study at public institutions of higher education, because tuition fees here are much lower. Some of the best-known private universities are Harvard, Yale and Princeton.

A US Department of Education survey of 15,000 high school students found that college dropouts were three times more likely to be unemployed than those who finished college; 40 % spent some time unemployed and 23 % were unemployed for six months or more; and 79 % earned less than \$40,000 per year.

### **Types of colleges and universities**

Colleges and universities in the US vary in terms of goals: some may emphasize a vocational, business, engineering, or technical curriculum (like

polytechnic universities) while others may emphasize a liberal arts curriculum. Many combine some or all of the above, being a comprehensive university. In the US, the term 'college' refers to either one of three types of education institutions: stand-alone higher level education institutions that are not components of a university, including **1)** community colleges, **2)** liberal arts colleges, or **3)** a college within a university, mostly the undergraduate institution of a university. Unlike colleges versus universities in other portions of the world, a stand-alone college is truly stand-alone

### **Community colleges**

Community colleges are often though not always two-year colleges. They are financed by the local community in different professions, have open admissions, with generally lower tuition than other state or private schools. Graduates receive the associate's degree such as an Associate of Arts (A.A.). Many students earn an associate's degree at a two-year institution before transferring to a four-year institution for another two years to earn a bachelor's degree. About 40 per cent of all American students of higher education study at these colleges.

Four-year colleges usually have a larger number of students, offer a greater range of studies, and provide the bachelor's degree, mostly the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance.

Almost all colleges and universities are coeducational. During a dramatic transition in the 1970s, all but a handful of men's colleges started accepting women. Over 80 percent of the women's colleges of 1960s have closed or merged, leaving fewer than 50 in operation. Over 100 historically black colleges and



universities (HBCUs) operate, both private (such as Morehouse College) and public (such as Florida A&M).

Higher education created accreditation organizations independent of the government to vouch for the quality of their degree. The accreditation agencies rate universities and colleges on criteria such as academic quality, the quality of their libraries, the publishing records of their faculty, and the degrees which their faculty hold, and their financial solvency. Nonaccredited institutions exist, such as Bible colleges, but the students are not eligible for federal loans.

### **Liberal arts colleges**

Four-year institutions in the US emphasizing the liberal arts are liberal arts colleges, entirely undergraduate institutions and stand-alone. They traditionally emphasize interactive instruction although research is still a component. They are known for being residential and for having smaller enrollment, class size, and higher teacher-student ratios than universities. These colleges encourage a high level of teacher-student interaction at the center of which are classes taught by full-time faculty rather than graduate student teaching assistants (TAs), who teach classes at some universities. Most are private, although there are public liberal arts colleges.

### **Universities**

Universities are research-oriented educational institutions which provide both undergraduate and graduate programs. (Students who study at a university or four-year college are known as undergraduates. Those who have received a degree after 4 years of studies are known as graduates.) For historical reasons, some universities

such as Boston College, Dartmouth College, and The College of William & Mary have retained the term 'college' as their name. Graduate programs grant a variety of master's degrees (like the Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (M.B.A.) or Master of Fine Arts (M.F.A.) in addition to doctorates such as the Ph.D.

Some universities have professional schools. Examples include journalism school, business school, medical schools which award the M.D. (a terminal degree for physicians and surgeons), law schools (J.D. – Juris Degree – a graduate degree in law), veterinary schools (D.V.M. – Doctor of Veterinary Medicine), pharmacy schools (Pharm.D. – Doctor of Pharmacy), and dental schools. A common practice is to refer to different units within universities as colleges or schools, what is referred to outside the US as faculties. Some colleges may be divided into departments. For example, Purdue University is composed of multiple colleges – among others, the College of Agriculture and the College of Engineering. Of these Purdue breaks the College of Agriculture down into departments, such as the Department of Agronomy or the Department of Entomology, whereas Purdue breaks down the College of Engineering into schools, such as the School of Electrical Engineering, which enrolls more students than some of its colleges do.

The American university system is largely decentralized. Public universities are administered by the individual states and territories, usually as part of a state university system. Except for the United States service academies and staff colleges, the federal government does not directly regulate universities. (The United States service academies, also known as the United States military academies, are federal academies for the undergraduate education and training of commissioned officers for the United States Armed Forces. Staff colleges (also command and staff colleges and war colleges) train military officers in the administrative, staff and policy aspects of

their profession. It is usual for such training to occur at several levels in a career). However it can offer federal grants and any institution that receives federal funds must certify that it has adopted and implemented a drug prevention program that meets regulations.

Each state supports at least one state university and several support many more. California, for example, has three public higher education systems: the 10-campus University of California, the 23-campus California State University, and the 112-campus California Community Colleges System. Public universities often have a large student body, with introductory classes numbering in the hundreds and some undergraduate classes taught by graduate students.

Among private universities, some are secular while others are involved in religious education. Seminaries are private institutions for those preparing to become members of the clergy. Most private schools (like all public schools) are non-profit, although some are for-profit.

## **II. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:**

in the pursuit of academic excellence  
a college dropout  
vocational curriculum  
a stand-alone higher level education institution  
an undergraduate  
open admission  
tuition  
to offer a greater range of studies  
to provide the bachelor's degree

to vouch for the quality of the degree  
to rate universities and colleges on criteria  
academic quality  
financial solvency  
enrollment  
grant a variety of master's degrees  
service academy  
staff college  
to adopt and implement a ... program  
a large student body  
secular  
non-profit

**III. Explain the meaning of the following words and phrases:**

optional stage of learning  
tertiary education  
a degree-granting institution  
to be enrolled full-time  
a community college  
associate's degree  
a coeducational college  
publishing records of the faculty  
eligible for federal loans  
interactive instruction  
a residential college  
teacher-student ratio

graduate student teaching assistant  
a commissioned officer

### **III. Answer the following questions**

1. Where does higher education occur?
2. What helped make American colleges and universities among the world's most prestigious?
3. What is the total number of students in higher education in the USA?
4. What is the difference between public and private Institutions of higher education?
5. What did a US Department of Education survey of 15,000 high school students find about college dropouts?
6. What are the main types of Institutions of higher education in the USA?
7. What is a stand-alone higher level education institution?
8. Describe the distinctive features of a community college; a four-year college; liberal arts colleges.
9. What are the duties of accreditation agencies?
10. What is the difference between a university and a college? undergraduate and graduate programs?
11. What kind of professional schools do some universities have?
12. What may some colleges be divided into?
13. Does the federal government directly regulate universities?
14. Under what condition can the federal government offer federal grants?
15. How many public higher education systems does California have?

## **V. READ PART TWO OF THE TEXT ‘HIGHER EDUCATION IN THE UNITED STATES’**

### **Student funding**

Students often use scholarships, student loans, or grants, rather than paying all tuition out-of-pocket. Several states offer scholarships that allow students to attend free of tuition or at lower cost. A considerable number of private liberal arts colleges and universities offer full need-based financial aid, which means that admitted students will only have to pay as much as their families can afford. This can turn some of the most prestigious institutions into the cheapest options for low-income students. In most cases, the barrier of entry for students who require financial aid is set higher, a practice called need-aware admissions. Universities with exceptionally large endowments may combine need-based financial aid with need-blind admission, in which students who require financial aid have equal chances to those who do not.

Financial assistance comes in two primary forms: Grant programs and loan programs. Grant programs consist of money the student receives to pay for higher education that does not need to be paid back, while loan programs consist of money the student receives to pay for higher education that must be paid back. Grants to attend public schools are distributed through federal and state governments, as well as through the schools themselves; grants to attend private schools are distributed through the school itself. Loans can be obtained publicly through government sponsored loan programs or privately through independent lending institutions.

### **Grant, scholarship and work study program facts**

Grant programs, as well as work study programs, can be divided into two primary categories: need-based financial awards and merit-based financial awards.

Most state governments provide need-based scholarship programs, a few also offering merit-based aid. Several need-based grants are provided through the Federal Government based on information provided on a student's Free Application for Federal Student Aid.

A student's eligibility for work study programs is determined by information collected on the student's FAFSA. Need-based financial awards are money or work study jobs provided to students who do not have the financial resources by themselves to pay for higher education. The intent of need-based financial aid is to close the gap between the required cost to pay for the higher education and the money that is available to pay for the education.

Merit-based financial awards are money given to a student based on a particular gift, talent, conditional situation, or ability that is worthy of the monetary award, regardless of economic standing. The intent of merit-based financial aid is to encourage and reward students who exhibit these qualities with attendance at a school of higher education through the financial incentive. Not only does merit-based assistance benefit the student, but the benefit is seen as reciprocal for the educational institution itself, as students who exhibit exceptional qualities are able to enhance the development of the school itself.

Financial aid has also been found to be linked to increased enrollment: an increased availability of any amount financial aid amounts to increased enrollment rates.

Many companies offer tuition reimbursement plans for their employees, in order to make the benefit package more attractive, to upgrade the skill levels and to increase retention.

Many different types of loans can be taken out by a student or the student's parents in order to pay for higher education. In general these can be divided into two categories: federal student loans and private student loans. A student's eligibility for

loans, as well as the amount of the loan itself is determined by information on the student's FAFSA. The interest rate and whether or not interest accrues on the loan while the student is in school depends of the type of Federal loan. Students can also acquire loans privately, through banks, credit unions, savings and loan associations, or other finance companies. Private loans are typically used to supplement federal student loans, which have a yearly borrowing limit. However, private loans typically have more rigid repayment policies.

### **Admission process**

Students can apply to some colleges using the Common Application. There is no limit to the number of colleges or universities to which a student may apply, though an application must be submitted for each. With a few exceptions, most undergraduate colleges and universities maintain the policy that students are to be admitted to (or rejected from) the entire college, not to a particular department or major. (This is unlike college admissions in many European countries, as well as graduate admissions.) Some students, rather than being rejected, are 'wait-listed' for a particular college and may be admitted if another student who was admitted decides not to attend the college or university.

Successful applicants at colleges of higher education are usually chosen on the basis of:

their high-school records which include their class rank, the list of all the courses taken and all the grades received in high school, test results (GPA – grade point average);

essay;

letters of Recommendation from their high-school teachers;



the impression they make during interviews at the university, which is in fact a serious examination;

scores on the Scholastic Aptitude Tests (SAT).

Not all colleges require essays or letters of recommendation, though they are often proven to increase chances of acceptance.

In the United States, a school's academic year may consist of a fall and spring semester and usually lasts nine months. Studies usually begin in September and end in July. In an academic year, a student must complete a set number of semester hours. Academic years vary from school to school and even from educational program to educational program at the same institution.

Since the United States does not have a central Ministry of Education, academic curriculum at post-secondary institutions are determined on a school-by-school basis (each college or university has its own curriculum). During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or 'majors'. At the same time there are subjects which the student may choose himself for his future life. These courses are called 'electives'. A student has to earn a certain number of 'credits' (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

Academic grading in the United States commonly takes on the form of five letter grades. Traditionally, the grades are A, B, C, D, and F – A being the highest and F, denoting failure, the lowest. In a typical points-based system each question in every assignment is assigned a certain number of points. A simple homework question is usually worth one point and a lengthy project such as an essay is worth many more points. The points for a large project in turn may be further divided into smaller areas for evaluation (this is called a 'rubric'): ten points for writing the correct

length of an essay, five points for a well-written introduction, five points for spelling and grammar, ten points for reasoning, and so forth. The final grade for the course is calculated as a percentage of points earned out of points possible.

The US is the most popular country in the world in terms of attracting students from other countries, according to UNESCO, with 16 % of all international students going to the US (the next highest is the UK with 11 %). 723,277 foreign students enrolled in American colleges in 2010-2011. The largest number, 157,558, came from China. Despite 'exorbitant' costs of US universities, higher education in America remains attractive to international students due to 'generous subsidies and financial aid packages that enable students from even the most disadvantaged backgrounds to attend the college of their dreams'.

#### **IVI. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:**

to pay tuition out-of-pocket

to attend free of tuition or at lower cost

low-income students

endowment

eligibility

financial incentive

reciprocal

tuition reimbursement plan

benefit package

to upgrade skill levels and to increase retention

interest accrues on the loan

to submit an application

to be admitted to (or rejected from) a college

to increase chances of acceptance  
an academic year  
academic curriculum  
to complete assignments  
academic grading  
points-based system  
to be assigned a certain number of points  
in terms of  
'exorbitant' costs  
students from the most disadvantaged backgrounds

**VI. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:**

a scholarship  
to offer full need-based financial aid  
need-aware admission  
need-blind admission  
Grant program  
loan program  
merit-based financial award  
work study job  
rigid repayment policy  
GPA – grade point average  
Scholastic Aptitude Tests (SAT)  
to be determined on a school-by-school basis  
major subjects or 'majors'  
'electives'  
'rubric' (in grading)

## VII. ANSWER THE FOLLOWING QUESTIONS:

1. What do the students often use, rather than paying all tuition out-of-pocket?
2. What do scholarships offered by several states allow students to do?
3. What turns some of the most prestigious institutions into the cheapest options for low-income students?
4. What are two primary forms of financial assistance?
5. What is the difference between need-based financial awards and merit-based financial awards?
6. What is the intent of need-based financial aid? of merit-based financial aid?
7. In what way is financial aid linked to increased enrollment?
8. What types of loans can be taken out by a student or the student's parents in order to pay for higher education?
9. In what way can students apply to colleges?
10. On what basis are successful applicants at colleges of higher education usually chosen?
11. What does a school's academic year consist of and how long does it usually last?
12. How is academic curriculum determined?
13. What kind of subjects are there on the curriculum?
14. In what way are credits earned?
15. What form does academic grading in the United States commonly take on?
16. What proves that the US is the most popular country in the world in terms of attracting students from other countries?
17. Due to what factors does higher education in America remain attractive to international students?

## **IX. SPEAK ABOUT HIGHER EDUCATION IN THE UNITED STATES.**

## **X. READ THE TEXT 'HIGHER EDUCATION IN GREAT BRITAIN'.**

Higher education is education provided by universities and other institutions that award academic degrees. Higher education institutions include universities, teacher training colleges and other colleges of technology, art, and profession allied to medicine. Britain has 89 universities, including the Open University, and 70 other higher education institutions. All these institutions enjoy complete academic freedom, which includes appointing their own staff and deciding which students to admit, what and how to teach and which degree to award. A number of universities in the United Kingdom are composed of colleges. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

Higher education includes both the teaching and the research activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as quaternary education). Higher education differs from other forms of post-secondary education such as vocational education. However, most professional education is included within higher education, and many postgraduate qualifications are strongly vocationally or professionally oriented, for example in disciplines such as law and medicine.

In the UK about one-third of all students go on to some form of higher education and this number is well over 50 % for students from Scotland. This makes competition for places very fierce and so it is advised to apply early for courses.

The universities in the United Kingdom (with the exception of The Open University) share an undergraduate admission system. Applications must be made by 15 October for admissions to Oxford and Cambridge (and medicine, dentistry and veterinary science courses) and by 15 January for admissions to other UK universities.

Many universities now operate the Credit Accumulation and Transfer Scheme (CATS) and all universities in Scotland use the Scottish Credit and Qualifications Framework (SCQF) enabling easier transfer between courses and institutions.

There is no automatic admission to university, as there are only a limited number of places (around 100,000) available each year. Candidates are accepted on the basis of their A-level results. Good A-level results in at least 2 subjects are necessary to get a place at a university. For all British citizens a place at a university brings with it a grant from their local education authority which covers their tuition fees and everyday expenses (accommodation, food, books, etc.).

One-half of universities have lost confidence in the grades that are awarded by secondary schools, and require many applicants to sit for a competitive entrance examination. Some subjects require that students be interviewed prior to being offered a place on the chosen course.

There is a three-level hierarchy of degrees ( Bachelor, Master, Doctor) currently used in the United Kingdom. Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, either taught or by research, and the doctorate, a research degree that usually takes at least three years. Most master's courses lead to an MA (Master of Arts) or MSc (Master of Science) qualification, but there are also subject-specific qualifications including MEng (Master of Engineering), MFA (Master of Fine Arts), LLM (Master of Laws), MArch (Master of Architecture), and more. Courses leading to an MPhil (Master of Philosophy) qualification are research-led and often designed for students to progress to a PhD.

Most UK universities fall into one of the following categories:

- Ancient universities – the seven universities founded before 1800, Oxford (1167) and Cambridge (1229) among them.
- Red Brick universities – large civic universities chartered at the beginning of the 20th century before World War II (London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham).
- Plate Glass ('concrete and glass') universities – universities chartered after 1966 (Sussex, York, East Anglia and some others).
- The Open University – The UK's 'open to all' distance learning university (est. 1968). It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.
- New Universities – Post – 1992 universities formed from Polytechnics or Colleges of Higher Education.
- Russell Group – self-selected association of 24 public research universities.

The central coordinating body for universities in the United Kingdom is Universities UK.

The academic year in Britain's universities is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July. Sandwich courses, which include a period of work experience outside the institution, can extend the length of the course by up to a year, and medical and veterinary courses require five or six years. Colleges of Education provide

two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subjects.

Most full-time undergraduate courses take three years to complete (typically four years in Scotland). Full-time postgraduate courses can be from one year upwards. Part-time courses are normally taken over a longer period, so that you can work alongside your studies or learn at a more relaxed pace. There is no set length of time for part-time courses – it varies from one course to another.

Most higher education courses have a ‘modular structure’. This means that you can build a personalised course by choosing modules or units of study from different subject areas. For example, if you are studying English literature, for your first year you could choose one module on Science fiction, one module on Children’s literature, and one module on Short stories.

If you are interested in more than one subject, you may be able to study a combination as part of your course, e.g. English literature and psychology. You can often decide for yourself how much time you would like to spend on each subject. ‘Joint’ means the two subjects are studied equally (50/50), ‘major/minor’ means the time spent is usually 75 %/25 %.

The vast majority of United Kingdom universities are government financed, with only four private universities (University of Buckingham, Regent's University London, University of Law and BPP University) where the government does not subsidise the tuition fees. Universities are financed by the state via tuition fees, which cost up to £9,000 per academic year for English, Welsh and European Union students.

UK undergraduate and postgraduate courses are generally shorter than in other countries. This helps to keep tuition fees and living expenses down. Tuition fees for UK higher education courses vary, depending on factors including: whether you are from the European Union/European Economic Area; where in the UK you are



studying (there are different rules for England, Scotland, Northern Ireland and Wales); and whether you are studying at undergraduate or postgraduate level.

There are a number of good scholarship and financial support schemes for UK higher education courses but demand can be high. It is very difficult to obtain funding for postgraduate study in the UK. There are a few scholarships for master's courses, but these are rare and dependent on the course and class of undergraduate degree obtained. Most master's students are self-funded. Funding is available for some PhD courses. There is more funding available to those in the sciences than in other disciplines

In England and Wales the majority of young full-time university students attend universities situated a long distance from their family homes; this is not generally the case for universities in most European countries, such as Italy or Spain. For this reason most universities in the United Kingdom provide (or at least help organise) rented accommodation for many of their students, particularly in the first year; some British universities provide accommodation for the full duration of their courses. For this reason the lifestyle of university students in the United Kingdom can be quite different from those of European universities where the majority of students live at home with their parents. The introduction of university fees paid by students from 2006 onwards has led many English and Welsh students to apply to institutions closer to their family's homes to reduce the additional costs of moving and living further away.

The higher education system in Scotland is slightly different to the system in England, Wales and Northern Ireland. For example, in Scotland, many students move into higher education at the age of 17 (rather than 18 in other parts of the United Kingdom).

The Scottish higher education system also favours a four-year undergraduate degree programme, which has been replicated in the United States and Hong Kong. The four-year degree offers students enhanced flexibility and academic breadth.

Tuition fees in Scotland are also different from other parts of the UK. In Scotland, there are no direct course fees for undergraduate students from a country within the European Union. First degree students from Scotland or the rest of the EU studying in Scotland are entitled to have their tuition fees paid by the Student Awards Agency for Scotland (SAAS).

British universities tend to have a strong reputation internationally for two reasons: history and research output. In 2015, over 420,000 international students from 200 nations chose to study in the United Kingdom for their higher education, joining over two million local students. The UK's role in the industrial and scientific revolutions, combined with its imperial history and the sheer longevity of its ancient universities, are significant factors as to why these institutions are world-renowned. The University of Cambridge, for example, has produced 90 Nobel Laureates to date – more than any other university in the world. The reputation of British institutions is maintained today by their continuous stream of world-class research output. The larger research-intensive civic universities are members of the Russell Group, which receives two-thirds of all research funding in the UK.

**XI. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES.**

1. All these institutions enjoy complete academic freedom.
2. Higher education includes both the teaching and the research activities of universities.
3. Vocational education

4. Many postgraduate qualifications are strongly vocationally or professionally oriented

5. One-half of universities have lost confidence in the grades that are awarded by secondary schools, and require many applicants to sit for a competitive entrance examination.

6. Postgraduate degrees include master's degrees, either taught or by research.

7. Most master's courses lead to an MA (Master of Arts) or MSc (Master of Science) qualification, but there are also subject-specific qualifications.

8. A sandwich course

9. There is no set length of time for part-time courses.

10. Most higher education courses have a 'modular' structure.

11. Most universities in the United Kingdom provide (or at least help organise) rented accommodation for many of their students.

12. The four-year degree offers students enhanced flexibility and academic breadth.

13. First degree students from Scotland or the rest of the EU studying in Scotland are entitled to have their tuition fees paid by the Student Awards Agency for Scotland (SAAS).

14. World-renowned.

## **XII. ANSWER THE FOLLOWING QUESTIONS.**

1. What do higher education institutions include?

2. What does complete academic freedom imply?

3. In what do English universities greatly differ from each other?

4. What kind of activities does higher education include?
5. What makes competition for places very fierce?
6. When must applications for admission be made?
7. On what basis are candidates accepted?
8. Why do universities require many applicants to sit for a competitive entrance examination?
9. What does a three-level hierarchy of degrees include?
10. What do most UK universities fall into?
11. What is the academic year in Britain's universities divided into?
12. How long do undergraduate/postgraduate courses last?
13. What is a 'modular structure' of a course?
14. What does a student do if he is interested in more than one subject?
15. Can you name private universities of Great Britain?
16. How are universities financed by the state?
17. What helps to keep tuition fees and living expenses down?
18. Why are most master's students self-funded?
19. In England and Wales the majority of young full-time university students attend universities situated close to their family homes, don't they?
20. In what way does the higher education system in Scotland differ from the system in England, Wales and Northern Ireland?
21. Why do British universities tend to have a strong reputation internationally?

**XIII. COMPARE THE SYSTEMS OF HIGHER EDUCATION IN GREAT BRITAIN AND IN THE UNITED STATES.**

**XIV. MAKE A PRESENTATION ABOUT ONE OF THE WORLD-RENOWNED UNIVERSITIES OR COLLEGES.**

**XV. READ THE TEXT ‘WHAT IS WRONG WITH HIGHER EDUCATION IN RUSSIA?’ (BY ALEXEI VLASOV, DEPUTY DEAN, MOSCOW LOMONOSOV STATE UNIVERSITY, FACULTY OF HISTORY).**

A huge number of myths have surrounded Russian education over the past few decades. These myths have come about largely because almost all the country’s citizens have come up against the problems associated with secondary and higher education, meaning they are in a position to give their own particular slant on them and make demands on officials on education matters. At the same time, public opinion is hardly ever taken into account during the endless rounds of reforms, innovations and modernizations.

That is why many experts struggle to explain the decision-making mechanism in the education sector. This was particularly apparent during Mr. Fursenko’s time as education minister. In addition, the reforms have so far failed to have the desired effect: Russia is still not capable of raising the quality of its training of specialists. And even though we have apparently entered the ‘knowledge economy’ phase, it is unclear as yet how competitive Russia really is in this field. The main problem we come up against is borrowing from the ‘progressive’ Western experience, which is not always particularly suitable to the reality on the ground in Russia. As an example, take the transition to a two-stage model, as set out in the Bologna Process, when training graduates is carried out in the absence of any real demand for such people.

Several of the problems that have afflicted Russian higher education have existed throughout the entire post-Soviet period of ‘modernization’. Take for example outdated school and university programs. Many programs are already obsolete by the time the Ministry of Education gets round to approving them. This is partly down to the poor quality of the programs themselves, and partly down to the bureaucratic barriers that stand in the way of the introduction of the most advanced education technologies.

The Unified State Examination may have played a role in setting up anti-corruption barriers between schools and universities. But in terms of assessing the quality of education, in particular in humanitarian subjects, it is clear that the Unified State Exam does not give a clear and accurate assessment of the real capabilities of university applicants, their analytic abilities and creativity, in spite of all the efforts to improve the exercises in section C of the tests. I believe that for prospective history students, the Unified State Exam needs to be combined with more traditional, oral forms of assessing knowledge. To a large extent, assessing knowledge should not be a question of cramming facts, names and concepts. Being able to think freely and put forward one's point of view are the real tests of whether a candidate has mastered the historical material.

As far as roundabout means of getting into university go, the last two rounds of university entry have shown that those who want to fish in troubled waters are coming up with new, ever more sophisticated ways of getting into university, even though they are clearly no more intelligent than their peers. This is especially noticeable in the regions.

Regarding the prestige of the teaching profession and pay levels in schools and universities – the state is trying to raise the prestige of the teaching profession, by, for example, introducing incentives for teachers in rural areas. But even in the country's leading universities you can see how the age of the staff at humanitarian and natural science faculties is going up. Very few young people see any real opportunities for career growth in the teaching profession.

At Moscow State University the situation is somewhat different, insofar as external funding allows faculties to establish more favourable conditions for young academics. This affects not only pay, but also living conditions and training opportunities in universities abroad. But this is the exception rather than the rule for

Russia's universities, which are facing the most far-reaching generational change for decades.

Why is the country, which in Soviet time possessed huge scientific and educational potential, gradually losing its leading position, as evidenced by the ratings of the world's universities, even though their specifics do not always adequately reflect the level and quality of training?

In my opinion, the root of the problem lies in the fact that the authorities regard the education sector as the main instrument of modernization and competitiveness in name only, but not in deed. The same can be said of the pension and healthcare reforms. And the reason behind it is this – we are not going to do anything drastic, because the social costs are too high, but we will allocate scraps of money, leftovers in other words. We are getting rid of corruption through the Unified State Exam, but we are not addressing the underlying cause of corruption – the low pay of teachers and limited financial opportunities of schools and universities.

Is there a way out of this situation? It seems the new education minister has summed it up quite carefully: increase the proportion of forms of education that people have to pay for and reduce the number of universities. On what basis public-private partnerships will be drawn up is so far unclear. For instance, there is talk of getting private business more actively involved in cooperating with schools and universities through a system of grants targeted at training specialists. However, it is already clear that many educational institutions are not ready to produce new capable graduates to promote mobility in the labour market. What is in it for business? Added to that is the fact that there is quite a big difference between businesses and state institutions in their approaches to organizing joint educational projects. Will these measures become a miracle recipe for an educational breakthrough? Unfortunately it is difficult to believe in such an optimistic scenario. But prospects in this direction do exist.

**XVI. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:**

come about  
come up against problems  
give a slant on sth  
make demands on smb  
take into account  
decision-making mechanism  
be apparent  
fail to have the desired effect  
raise the quality of training specialists  
competitive  
transition to a two-stage model  
afflict  
outdated programs  
obsolete  
approve sth  
it is partly down to  
the Unified State Examination  
set up anti-corruption barriers between  
assess the quality of education  
give a clear and accurate assessment  
university applicants  
to improve  
prospective student  
oral forms of assessing knowledge



to a large extent  
cram facts, names and concepts  
master the material  
roundabout means of getting into university, sophisticated ways  
to fish in troubled waters  
peers  
pay level  
introduce incentives  
career growth  
external funding  
evidenced by  
adequately reflect the level and quality of training  
the root of the problem  
regard sth in name only, but not in deed  
pension and healthcare reforms  
drastic  
allocate scraps of money  
leftovers  
a way out of this situation  
draw up  
get smb more actively involved in  
grants targeted at training specialists  
labour market  
joint educational projects  
a miracle recipe for an educational breakthrough

**XVII. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:**

1. Almost all the country's citizens have come up against the problems associated with secondary and higher education, meaning **they are in a position to give their own particular slant on them and make demands on officials on education matters**

2. The main problem we come up against is borrowing from the 'progressive' Western experience, **which is not always particularly suitable to the reality on the ground in Russia.**

3. the transition to a **two-stage model**, as set out in **the Bologna Process**

4. Many programs are already **obsolete by the time the Ministry of Education gets round to approving them.**

5. The Unified State Examination may have played a role in **setting up anti-corruption barriers between schools and universities.**

6. Roundabout means of getting into university – not in a simple, direct, or quick way.

7. To fish in troubled waters.

8. Very few young people see any **real opportunities for career growth** in the teaching profession.

9. The authorities regard the education sector as the main instrument of modernization and competitiveness **in name only, but not in deed.**

10. A miracle recipe for an educational breakthrough.

**XVIII. Answer the FOLLOWING questions.**

1. Why have a huge number of myths surrounded Russian education over the past few decades?

2. Can you prove that educational reforms have so far failed to have the desired effect?
3. What is the main problem we come up against?
4. What problems that have afflicted Russian higher education have existed throughout the entire post-Soviet period of 'modernization'?
5. What are advantages and disadvantages of the Unified State Examination?
6. What is to be done to improve it?
7. What are possible roundabout means of getting into university?
8. What can you say about the prestige of the teaching profession and pay levels in schools and universities?
9. Why is the situation at Moscow State University somewhat different?
10. Why is the country, which in Soviet time possessed huge scientific and educational potential, gradually losing its leading position?
11. Is there a way out of this situation?

**XIX. READ THE TEXT 'THE BOLOGNA PROCESS' AND SAY WHAT THE ESSENCE OF THIS PROCESS IS.**

The Bologna Process is a series of ministerial meetings and agreements between European countries to ensure comparability in the standards and quality of higher-education qualifications. It is named after the University of Bologna, where the Bologna declaration was signed by education ministers from 29 European countries in 1999.

The basic framework is three cycles of higher-education qualifications. The framework defines the qualifications in terms of learning outcomes: statements of what students know and can do on completing their degrees.

First cycle: typically 180–240 credits (a minimum of 60 credits per academic year), usually awarding a bachelor's degree.

Second cycle: typically 90–120 credits (a minimum of 60 ECTS per academic year), usually awarding a master's degree

Third cycle (doctoral degree): There is no concrete range, since the disciplines vary in length and comprehensiveness.

In most cases, it would take three to four years to earn a bachelor's degree and another one or two years for a master's degree. Doctoral degrees usually require another two to four years of specialization, primarily individual research under a mentor. Degree names may vary by country. One academic year corresponds to 60 ECTS credits, equivalent to 1,500–1,800 hours of study (2 160 in Russia).

## **XX. READ THE TEXT 'THE PROBLEMS AND SOLUTIONS OF HIGHER EDUCATION'**

**(BY JACOB RUYTENBEEK)**

Earlier this year, I was accepted to the George Washington University Law School. It was a school I had been dying to go to, with the top LLM program in the nation for lawyers looking to specialize in government procurement – and GW had all of the things that I wanted in a university: a prime location in Washington, D.C., a network of well-connected professionals in the federal government, and, at least for the program I wanted to attend, the best list of thinkers and educators in the field of government procurement.

I couldn't wait to begin. After four years of working in the field as a professional lawyer, I was itching to deepen my knowledge in a subject area that I loved.

But, when it came time to fork over the cash, it dawned on me that I couldn't afford it – and still enjoy the life that I currently live. Tuition for the program totaled \$42,072 over two years, part-time.

More student loans were the last thing I wanted. Maybe if I were younger or jobless I would have had less of a hesitation to take out more loans. If that were the case, I could have justified more school (and student loans) as the safe-harbor to ride out the storm of a bad economy. But, that isn't the case.

Our close friends half-jokingly refer to their student loan payment the 'beach house' – because it's about the same size payment as you'd expect a beach house to have. I have a family to support – that means daycare, a mortgage, car payments. Adding a "beach house" of student loans was the last thing I wanted to do.

So I began to look for other solutions to fulfill my desire to learn and grow, but for a fraction of the price.

The more I looked the more I began to notice problems facing higher education – and the more I felt a growing need to do something about it.

Below, I've identified what I believe are three big problems facing higher education today and three possible solutions to fix them:

**Problem: Education is not the focus of many universities.**

When I was an undergrad at Florida State University, I remember seeing a t-shirt that read 'We're a drinking school with a football problem.'

That t-shirt captures the approach of many colleges and universities today. Universities are in the business of selling a lifestyle, prestige, and status. And they invest in things that increase their competitiveness in these areas.

According to Kevin Carey, the Director of Education Policy at the New America Foundation, major spending at universities includes infrastructure, administration, scholarships and sports teams – but investing in classrooms and professors, which could actually impact student learning, isn't on this list. It's a sign that education is secondary to other interests.

**Solution: Connect teachers directly with students through a digital marketplace.  
Love the teacher, hate the system.**

So change it...

Teachers are focused on facilitating quality education – even if the universities that employ them are not.

So how do we connect teachers and students without costly university excesses? The answer is a digital marketplace where students and teachers find each other online.

The digital education marketplace does not require expensive physical infrastructure. There are no sports teams to support, no administration, no scholarships. It's just teachers and students finding each other the 21st century way – over the web.

To some extent, MOOCs have begun this process. But, MOOCs are cozy with, and in many cases part of a university. So there is reason to doubt their ability to avoid the burden of the overhead that universities will eventually lay on them.

And this education marketplace is good for teachers too. A digital marketplace that connects students and teachers directly will:

- reward teachers financially for creating great courses;
- incentivize teachers to create innovate with new learning environments;
- attract new teachers to the field of teaching who would otherwise go elsewhere.

**Problem: The 4 year degree is too long and too expensive.**

College shouldn't begin with a two-year extension of high school. But it does.

Universities refer to this as a general education requirement – a series of courses taken to develop a broad base of general knowledge outside of one's chosen

major. These are often defended as a way to broaden students with skills to make them better members of society.

But here is what they really are: a cash cow – and an expensive and time consuming extension of high school. They're a way to extend the revenue stream of the university.

With the average college graduate in the class of 2011 having over \$26,000 in student loans, when will we say enough is enough? When will we ditch the 4-year degree?

**Solution: A virtual curriculum based on my needs as a student.**

I believe that we must get rid of general education requirements and make them what they ought to be – optional electives.

Doing so would sharply reduce the credit hours required for a bachelors degree and, as a result, reduce the cost of college and the amount of money borrowed by students.

Once we've cut the fat from the curriculum by removing general education requirements, the remaining classes should be taken virtually through virtual classrooms. I'm talking about real, live virtual classrooms that are in many respects, as capable and dynamic as their physical counterparts. With multi-way video, video study groups, and social media integration, the virtual classroom of today and tomorrow is nothing like the virtual classroom of yesterday.

In fact, these virtual classrooms will better prepare students for the business world, where more and more business is being conducted virtually. In light of the affordability crisis today, virtual classrooms should be the norm, not the exception.

### **Problem: University learning is linear, one size fits all.**

Universities have a linear learning model. You must follow a curriculum. Start at point A, end at point B. Check the boxes and get the degree.

A typical university education is linear – teacher focused, not student focused. The process of learning is controlled by the teacher, just as the process of getting a degree is controlled by the university.

The problem is that linear learning is expensive, both in terms of money and in time. As a student, the path to a degree is set. Student choice is available, but mostly limited to electives. In the classroom, lectures are a ‘one-size-fits-all’ approach to learning. There is no tailoring to individual learning styles or interests.

This makes higher education more expensive than it needs to be. It's not only the cost of tuition – the cost of housing, food, and transportation for the duration of the college experience add up to compound the problems of the linear model.

### **Solution: Self-directed learning.**

Students learn better when they control their experience. We can empower students by giving them choice in the classes they choose and in how they wish to learn.

Marketplaces are the epitome of self-expression. They allow for personal expression without the heavy hand of an entity who thinks it knows better.

And marketplaces are key for self-directed learning to take place. Students choose what they want to learn, when they want to learn it. With teachers competing for students, teachers will innovate and students will choose to take classes from the best teachers.



The low-cost delivery of virtual classrooms means education doesn't have to cost an arm and a leg or 20 years of debt. And teachers can make a great living teaching classes.

This open learning model puts the student at the center of education, not the university.

Together, these three solutions deliver the holy grail of education: they make education more affordable for students and more profitable for teachers.

**XXI. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:**

LLM program

government procurement

to be itching to do sth

to fork over (cash)

to dawn on smb (it dawned on him)

to justify

daycare

to facilitate quality education

MOOC

to avoid the burden of the overhead

to incentivize

to create innovate

revenue stream

to ditch

to compound a problem

epitome (of sth)

to cost an arm and a leg

to deliver the Holy Grail

**XXII. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:**

LLM program  
government procurement  
to be itching to do sth  
to fork over (cash)  
to dawn on smb  
to justify  
daycare (centre)  
to facilitate quality education  
MOOC  
to incentivize  
to create innovate, innovate  
revenue stream  
to ditch  
to compound a problem  
epitome (of sth)  
to cost an arm and a leg  
the heavy hand of an entity  
to deliver the Holy Grail

**XXIII. Answer the following questions.**

1. Why did the author choose GW University to go to?
2. When did he realize that he couldn't afford it? What were the reasons?
3. What did he notice when he began to look for other solutions?

4. What is the first big problem facing HE? Expand on it.
5. What is the possible solution of this problem?
6. What is the second big problem facing HE? Expand on it.
7. What is the possible solution of this problem?
8. What is the third big problem facing HE? Expand on it.
9. What is the possible solution of this problem?
10. Does HE system in Russia face the same problems?

#### **XXIV. TRANSLATE THE TEXT «ОБРАЗОВАНИЕ В США» INTO ENGLISH.**

Образование в США в основном государственное. Оно контролируется и финансируется на трёх уровнях: федеральными властями, властями штатов и местными властями. Существует система государственных школ. Высшие учебные заведения преимущественно частные, и поэтому они стараются привлекать студентов и аспирантов со всего мира.

Уровень грамотности в США – 99 % (2022), более 80 % людей в возрасте 25 лет и старше имеют среднее образование, около 30 % – высшее (как минимум – степень бакалавра). Основной язык, на котором ведется преподавание – английский.

По историческим причинам вопросы образования не упоминаются в Конституции, вследствие чего подразумевается, что им должны заниматься штаты. В США не существует строгих федеральных стандартов для программ учебных заведений.

Продолжительность и возраст для начала обязательного образования разнятся в зависимости от штата. Дети начинают обучение в возрасте от 5 до 8 лет и заканчивают в возрасте от 18 до 19 лет.

В возрасте около 5 лет американские дети идут в начальную школу, в нулевой класс. Нулевой класс не является обязательным в некоторых штатах. Тем не менее почти все американские дети посещают его. Хотя в переводе с немецкого *kindergarten* буквально означает «детский сад», детские сады существуют отдельно в США и дословно называются «предшколой».

Начальная школа продолжается до пятого или шестого класса (в зависимости от школьного округа), после чего ученик идёт в среднюю школу, которая заканчивается восьмым классом. Высшая (старшая) школа – это классы от девятого до двенадцатого, так что обычно американцы заканчивают среднее образование в 18 лет.

Те, кто получил среднее образование, могут поступать в общественные колледжи (также называемые начальными колледжами, техническими колледжами или городскими колледжами), которые после двухгодичного обучения выдают степень, сравнимую со средним специальным образованием РФ. Другая возможность продолжить обучение – поступить в колледжи или университеты, где получают обычно за четыре года степень бакалавра. Получившие степень бакалавра могут учиться дальше, чтобы получить степень магистра (2–3 года) или доктора философии (3 года или более). Отдельно аккредитованные факультеты и вузы выдают степени доктора медицины и доктора права, для получения которых обязательна специальная подготовка и на уровне бакалавра.

Несмотря на многие проблемы в области среднего образования, высшее образование в США считается одним из лучших в мире. Высшее образование обычно получают в течение 4 лет обучения в колледже или университете. Всего в США насчитывают 6 502 частных и государственных университета, которые выдают дипломы бакалавра и магистра. В 2022 г. 36 % выпускников вузов

прошли обучение по четырёхлетней программе (бакалавриат) и 57 % – по шестилетней (бакалавриат + магистратура).

В 2021–2022 гг. в вузах США училось около 950 000 иностранных студентов из 21 миллиона в целом: более 290 000 – из Китая, около 200 000 – из Индии и около 41 000 – из Южной Кореи. Согласно статистике в США обучаются студенты из более 220 стран мира. В последнее время образование в вузах, как частных, так и государственных, становится все дороже. Плата за год обучения – от 6 000 долларов в университете штата до 45 000 долларов в Гарварде. Хотя бедным студентам даются щедрые стипендии, их часто недостаточно для студентов из среднего класса, чьи семьи теряют большую часть своих доходов. С 2020/2021 по 2021/2022 учебный год плата за обучение в вузах выросла в среднем на 6,3 %.

В американской разговорной речи все вузы обычно называются колледжами, даже если они не колледжи, а университеты.

## FAMILY RELATIONS



### I. WARM-UP.

Some proverbs advocate love and romance as the prelude to marriage, others advise when getting married to be most prudent. Which of the proverbs below appeal to you? Why?

1. He that marries for wealth, sells his liberty.
2. 'Sweet-heart' and 'honey-bird' keeps no house.
3. In wiving and thriving a man should take counsel of all the world.
4. Marry first, and love will follow.
5. Like blood, like good and like age make the happiest marriage.

## **II. READ THE TEXT 'WHAT'S WRONG WITH MARRYING FOR LOVE'.**

Falling in love is the expected and proper prelude to marriage. As presently interpreted, this means that you marry for love and that you work at it after marriage. A successful marriage is the final realization of a romantic attraction.

A good marriage is one that contributes freely and fully to personality development; a poor marriage is one that hinders emphasis upon individual rights and freedom from parental control, rather than a carefully reasoned choice involving a prudent weighing of other factors important for a lifelong union. Passionate attachment and anticipated happiness outweigh such considerations as companionship, cultural similarities and common social experience. We proudly announce that we no longer marry for convenience, to promote a career or to please our families but to establish a personally desirable relationship that is voluntary, rests on personal choice, and aims at individual happiness and personality development.

Romance is beautiful. Wonderful. But as the primary basis for selection of matrimonial mates? On which to build a lifelong union? Many things must be considered. This is the verdict of other centuries. Young people need the counsel of their elders.

Parents do know something about the nature and needs of their own children. They can judge their mates through the eyes of their greater age and experience. And they do seek the happiness of their children.

Does modern research throw any light on the validity of romance as a basis for mate selection? What are the findings of recent studies of marital problems? Romance according to some researchers is a process of fantasy formation, usually adolescent when one idealizes another person, ignoring the faults and magnifying the virtues of the loved one. (After marriage there is usually an emotional return to reality.) Other students of the problem see it as a striving for emotional security, so lacking in casual relations of our everyday life.

Whatever the facts may be in each of these interpretations, it should be noted that all see romantic love as some form of compensating emotion, personally satisfying, idealizing someone else but unrelated to reality.

Studies of marital failure and success show quite clearly that the longer the period of acquaintance before marriage, the greater the chances of marital success.

Perhaps most essential is the importance of similarity of social background for marital success. This means that like should marry like. 'Marriage,' writes a well-known family sociologist, 'involves living with a person, not merely loving him.' It is this prosaic fact that places romantic love in its proper proportions as a basis for marriage. Romance must be termed the prelude to the more sober and realistic consideration of a mate, but romance alone is not enough (*From Charm*).

### **III. SUPPLY THE APPROPRIATE ENGLISH EQUIVALENTS FOR THE FOLLOWING RUSSIAN WORDS AND WORD-COMBINATIONS:**

влюбиться / влюбляться  
жениться / выйти замуж по любви / по расчету  
успешный брак  
неудачный брак  
способствовать чему-либо



препятствовать чему-либо  
права личности и свобода от контроля родителей  
тщательно обдуманный выбор  
расчетливое взвешивание  
пожизненный союз  
страстная привязанность  
ожидаемое (предвкушаемое) счастье  
дружеские отношения  
социальное происхождение  
делать карьеру/продвигаться по службе  
устанавливать отношения  
добровольный  
основываться на собственном выборе  
совет старших  
оценивать кого-либо с высоты собственного возраста и опыта  
искать счастье  
проливать свет на что-либо  
не обращать внимания на недостатки и преувеличивать достоинства  
не имеющий отношения к действительности

**IV. SCANNING. GLANCE AT THE TEXT FOR INFORMATION, THEN EYES UP, GIVE A RESPONSE.**

1. How does marriage influence a personality?
2. Is marriage to be regarded as a carefully reasoned choice of a matrimonial mate? Do people marry to promote their careers nowadays? What does marriage rest on today?
3. How can a poor marriage hinder personality development?
4. Why does the narrator think that young people need their parents' counsel to select their matrimonial mate?

5. What are the findings of modern research of romance and marital problems? Which conclusions of modern researchers would you like to join? Can a sociological research into matrimonial problems be efficient?
6. Do people live in a fool's paradise after marriage?
7. Is romantic love based on reality?
8. What is romantic love as the author himself sees it?
9. Which is more reliable according to the studies of marital problems: marriages based on romantic attraction or on similarity of social background?
10. What does the author mean by 'the proper prelude to marriage'?

**V. COMPLETE THE SENTENCES USING SUITABLE WORDS AND EXPRESSIONS FROM THE TEXT.**

1. A successful marriage is the final realization of ...
2. A successful marriage contributes freely and fully to ...
3. A successful marriage is a romantic adventure with an emphasis on ...
4. A successful marriage involves a prudent weighing of ...
5. A successful marriage is built upon more comradely ...
6. The longer the period of acquaintance before marriage the greater ...
7. Marriages based on romantic attraction do not turn out as well as ...
8. Romance must be termed the prelude to ...
9. Romance is a process of ...
10. Romance is a striving for ...
11. Passionate attachment and anticipated happiness outweigh such considerations as ...
12. We marry to establish a personally desirable ...
13. Marriage is aimed at ...

## **VI. SAY WHAT CAN SECURE A HAPPY MARRIAGE:**

- matchmaking;
- a long period of acquaintance before marriage;
- passionate attachment, romantic attraction;
- parental advice in choosing a matrimonial mate;
- computerized choice of a marital mate;
- common social background and cultural similarities.

Do you have any other ideas?

## **VII. COMMENT ON THE ADVICE THE FOLLOWING PROVERBS AND SAYINGS GIVE TO THOSE WHO ARE CHOOSING THEIR SPOUSE:**

1. Keep your eyes wide open before marriage, and half shut afterwards.
2. Take a vine of a good soil, and the daughter of a good mother.
3. Choose wife by your ear rather than by your eye.
4. It's better to marry a shrew than a sheep.
5. An ugly wife and a lean piece of ground protect the house.
6. Chumps always make the best husbands. All the unhappy marriages come from the husbands having brains.

## **VIII. Read the text 'On Marriage'.**

Marriage is different from love. It is a good institution but I must add that a lot depends on the person you are married to.

There is no such thing as a good wife and a good husband – there is only a good wife to Mr. A. or a good husband to Mrs. B.

If a credulous and gullible woman marries a pathological liar, they may live together happily to the end of their days – one telling lies, the other believing them.

A man who cannot live without constant admiration should marry a ‘God, you are wonderful’ type of woman. If he is unable to make up his mind, he is right in wedding a dictator. One dictator may prosper in a marriage: two are too many.

The way to matrimonial happiness is barred to no one. It is all a matter of choice. One should not look for perfection, one should look for the complementary half of a very imperfect other half.

If someone buys a refrigerator, it never occurs to him that it is a bad refrigerator because he cannot play gramophone records on it; nor does he blame his hat for not being suitable for use as a flower – vase. But many people who are very fond of their stomach marry their cook or a cook – and then blame her for being less radiantly intelligent and witty than George Sand. Or a man may be anxious to show off his wife’s beauty and elegance, marry a mannequin and be surprised to discover in six months that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much surprised fifteen years later to find that she is not seventeen any more. Or again if you marry a female book-worm who knows all about the gold standard, Praxiteles and Kepler’s laws of planetary motions, you must not blame her for being somewhat less beautiful and temperamental than Marylin Monroe. And if ladies marry a title or a bank account, they must not blame their husbands for not being romantic heroes of the Errol Flynn type.

You should know what you are buying. And as long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness (*By G. Mikes*).

**IX. THERE ARE A NUMBER OF UNFINISHED STATEMENTS ABOUT THE TEXT ABOVE, EACH WITH THREE SUGGESTED ANSWERS. GIVE ONE ANSWER ONLY TO COMPLETE THE STATEMENTS.**

1. A happy marriage depends on
  - a. the bridal party;
  - b. the person you are married to;
  - c. whether it was a civil or a church marriage.
2. A good wife (or a good husband)
  - a. does not exist in the abstract;
  - b. is a midwife;
  - c. is a great talker.
3. To live together happily, a pathological liar should marry
  - a. his like;
  - b. a scolding woman;
  - c. a credulous woman.
4. A man who cannot live without constant admiration should marry
  - a. a woman who finds everything he does or says wonderful;
  - b. a widow and two children;
  - c. a she-devil.
5. If a man is unable to make up his mind, he is right in wedding
  - a. a mamma's pet
  - b. a woman of character, who commands her husband;
  - c. in haste.
6. The way to matrimonial happiness
  - a. is barred to everyone;
  - b. is barred to no one;
  - c. lies through long misery.

7. When you make your choice you should
- a. look for perfection;
  - b. find your ideal half;
  - c. look for the complementary half of a very imperfect other half.
8. People who are fond of their stomach usually marry
- a. a cook;
  - b. a mannequin;
  - c. a female book-worm.
9. People who marry a mannequin usually blame her for
- a. being as radiantly intelligent and witty as George Sand;
  - b. knowing all about Kepler's laws of planetary motions;
  - c. having no balanced views on the international situation.
10. If ladies marry a title or a bank account, they mustn't blame their husbands for
- a. being romantic heroes;
  - b. not being romantic heroes;
  - c. not playing gramophone records on a refrigerator.

**X. ANSWER THE QUESTIONS ON THE TEXT 'ON MARRIAGE'.**

1. Why does the author think that marriage is different from love?
2. What happens if a credulous and gullible woman marries a liar?
3. Give other examples of compatibility in married life.
4. What surprises people after marriage?
5. What makes the author think that people have a reasonable chance of matrimonial happiness?

## **XI. READ THE TEXT 'HISTORY OF MARRIAGE'.**

Moonstruck partners pledging eternal love may be the current definition of marriage, but this starry-eyed picture has relatively modern origins. Though marriage has ancient roots, until recently love had little to do with it. 'What marriage had in common was that it really was not about the relationship between the man and the woman,' said Stephanie Coontz, the author of 'Marriage, a History: How Love Conquered Marriage,' (Penguin Books, 2006). 'It was a way of getting in-laws, of making alliances and expanding the family labor force.' But as family plots of land gave way to market economies and Kings ceded power to democracies, the notion of marriage transformed. Now, most Americans see marriage as a bond between equals that's all about love and companionship.

That changing definition has paved the way for same-sex marriage and Wednesday's (June 26) Supreme Court rulings, which struck down the Defense of Marriage Act (DOMA) and dismissed a case concerning Proposition 8. From polygamy to same-sex marriage, here are 13 milestones in the history of marriage.

### *1. Arranged alliances*

Marriage is a truly ancient institution that predates recorded history. But early marriage was seen as a strategic alliance between families, with the youngsters often having no say in the matter. In some cultures, parents even married one child to the spirit of a deceased child in order to strengthen familial bonds, Coontz said.

### *2. Family ties*

Keeping alliances within the family was also quite common. In the Bible, the forefathers Isaac and Jacob married cousins and Abraham married his half-sister.

Cousin marriages remain common throughout the world, particularly in the Middle East. In fact, Rutgers anthropologist Robin Fox has estimated that the majority of all marriages throughout history were between first and second cousins.

### *3. Polygamy preferred*

Monogamy may seem central to marriage now, but in fact, polygamy was common throughout history. From Jacob, to Kings David and Solomon, Biblical men often had anywhere from two to thousands of wives. (Of course, though polygamy may have been an ideal that high-status men aspired to, for purely mathematical reasons most men likely had at most one wife.) In a few cultures, one woman married multiple men, and there have even been some rare instances of group marriages.

### *4. Babies optional*

In many early cultures, men could dissolve a marriage or take another wife if a woman was infertile. However, the early Christian church was a trailblazer in arguing that marriage was not contingent on producing offspring. ‘The early Christian church held the position that if you can procreate you must not refuse to procreate. But they always took the position that they would annul a marriage if a man could not have sex with his wife, but not if they could not conceive’, Coontz told Live Science.

### *5. Monogamy established*

Monogamy became the guiding principle for Western marriages sometime between the sixth and the ninth centuries, Coontz said. ‘There was a protracted battle between the Catholic Church and the old nobility and kings who wanted to say ‘I can take a second wife,’ Coontz said. The Church eventually prevailed, with monogamy becoming central to the notion of marriage by the ninth century.



### *6. Monogamy lite*

Still, monogamous marriage was very different from the modern conception of mutual fidelity. Though marriage was legally or sacramentally recognized between just one man and one woman, until the 19th century, men had wide latitude to engage in extramarital affairs, Coontz said. Any children resulting from those trysts, however, would be illegitimate, with no claim to the man's inheritance. 'Men's promiscuity was quite protected by the dual laws of legal monogamy but tolerance — basically enabling — of informal promiscuity', Coontz said. Women caught stepping out, by contrast, faced serious risk and censure.

### *7. State or church?*

Marriages in the West were originally contracts between the families of two partners, with the Catholic Church and the state staying out of it. In 1215, the Catholic Church decreed that partners had to publicly post banns, or notices of an impending marriage in a local parish, to cut down on the frequency of invalid marriages (the Church eliminated that requirement in the 1980s). Still, until the 1500s, the Church accepted a couple's word that they had exchanged marriage vows, with no witnesses or corroborating evidence needed.

### *8. Civil marriage*

In the last several hundred years, the state has played a greater role in marriage. For instance, Massachusetts began requiring marriage licenses in 1639, and by the 19th-century marriage licenses were common in the United States.

### *9. Love matches*

'By about 250 years ago, the notion of love matches gained traction', Coontz said, meaning marriage was based on love and possibly sexual desire. But mutual

attraction in marriage wasn't important until about a century ago. 'In fact, in Victorian England, many held that women didn't have strong sexual urges at all', Coontz said.

#### *10. Market economics*

Around the world, family-arranged alliances have gradually given way to love matches, and a transition from an agricultural to a market economy plays a big role in that transition, Coontz said. Parents historically controlled access to inheritance of agricultural land. But with the spread of a market economy, 'it's less important for people to have permission of their parents to wait to give them an inheritance or to work on their parents' land', Coontz said. 'So it's more possible for young people to say, 'heck, I'm going to marry who I want'.

Modern markets also allow women to play a greater economic role, which lead to their greater independence. And the expansion of democracy, with its emphasis on liberty and individual choice, may also have stacked the deck for love matches.

#### *11. Different spheres*

Still, marriage wasn't about equality until about 50 years ago. At that time, women and men had unique rights and responsibilities within marriage. For instance, in the United States, 'marital rape was legal in many states until the 1970s, and women often could not open credit cards in their own names', Coontz said. Women were entitled to support from their husbands, but didn't have the right to decide on the distribution of community property. And if a wife was injured or killed, 'a man could sue the responsible party for depriving him of 'services around the home', whereas women didn't have the same option', Coontz said.

### *12. Partnership of equals*

By about 50 years ago, the notion that men and women had identical obligations within marriage began to take root. Instead of being about unique, gender-based roles, most partners conceived of their unions in terms of flexible divisions of labor, companionship, and mutual sexual attraction.

### *13. Gay marriage gains ground*

Changes in straight marriage paved the way for gay marriage. Once marriage was not legally based on complementary, gender-based roles, gay marriage seemed like a logical next step. 'One of the reasons for the stunningly rapid increase in acceptance of same sex marriage is because heterosexuals have completely changed their notion of what marriage is between a man and a woman', Coontz said. 'We now believe it is based on love, mutual sexual attraction, equality and a flexible division of labor'.

## **XII. FIND THE RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:**

to pledge eternal love

to get in-laws

to give way to something

to cede power to somebody or something

to pave the way for something

same-sex marriage

a milestone

to predate

to have no say

a half-sister

a second cousin  
to aspire to something  
to dissolve a marriage  
infertile  
a trailblazer  
to be contingent on something  
an offspring  
to procreate  
(mutual) fidelity  
to have wide latitude  
to engage in extramarital affairs  
tryst  
illegitimate  
with no claim to inheritance  
promiscuity  
to face risk and censure  
to post a ban/notice of an impending marriage  
parish  
a marriage license  
to gain traction  
to stack the deck (for)  
to be entitled  
flexible division of labour  
straight marriage

**XIII. ANSWER THE QUESTIONS ON THE TEXT 'HISTORY OF MARRIAGE'.**

1. What was marriage like at the early age of its existence?

2. Did the youngsters have their say in the matter?
3. Was keeping alliances within the family common?
4. Which was more common throughout history – monogamy or polygamy?
5. Was marriage contingent on producing offsprings?
6. When did monogamy become the guiding principle for (Western) marriages?
7. In what way was monogamous marriage different from the modern conception of mutual fidelity? Which of the matrimonial partners had wide latitude to engage in extramarital affairs?
8. What can be said about children resulting from such trysts?
9. What was the role of Church in the medieval times?
10. When did the State start to play a greater role in marriage? When did marriage license become common?
11. What kind of notion gained traction about 250 years ago?
12. How did market economy transform the notion of marriage?
13. Did marriage imply equality even 50 years ago?
14. When did the notion that men and women had identical obligations within marriage begin to take root?
15. What is modern marriage supposed to be based on?

**XIV. COMMENT ON THE FOLLOWING.**

1. Romance according to some researchers is a process of fantasy formation, usually adolescent when one idealizes another person, ignoring the faults and magnifying the virtues of the loved one.
2. The longer the period of acquaintance before marriage, the greater the chances of marital success.

3. Like should marry like.
4. Marriage involves living with a person, not merely loving him.

**XV. READ THE TEXT 'LUCY'S RIVAL' (BY G. HENDERSON), PART I.**

When Lucy married Nicholas, she was well aware of the fact that there were pitfalls in marriage. Her mother had told Lucy that it wasn't at all a bed of roses. Men's eyes wandered, and men saw holes in their socks, then men demanded cooked meals even on hot days and sometimes men shouted even when there wasn't much to shout about. Well, at least Lucy's father had been like that and it was only common case to assume that most men were the same. Lucy, having been warned, made up her mind in the very beginning that she was going to be such a good wife that none of these pitfalls would occur.

Then there was this business of men looking at other women. Now every bright girl knows that if she comes to her breakfast table in curlers and a sloppy dressing-gown, her husband is bound to begin comparing her with the chic young things he sees going to work, good-looking girls with their hair combed perfectly and wearing pretty freshly-ironed dresses. It sounded rather depressing to Lucy who didn't like ironing dresses that creased as soon as she wore them, but she did what she was supposed to do. She combed her hair as soon as she got up, brushed her teeth, put on lipstick and an attractive dress which was a terrible nuisance on the days when she wanted to go back to bed. But Lucy wasn't one to do things by half.

As for socks and cooked meals, Lucy darned the holes as soon as they appeared and she liked cooking meals, so that was no problem.

And Lucy and Nicholas never shouted at each other. Her mother said no man could stand a wife who shouted. Women, if they honestly wanted their marriage to

work, kept all their temper inside themselves until they could, perhaps, take it out on the paper-boy if he delivered the papers late. No intelligent girl told her husband off. Lucy's mother said so, and after 28 years of married life she ought to know.

There had been a few times when Lucy had been tempted almost beyond her strength to protest loudly over some little things, but she had always bitten her tongue hard and swallowed the words and, for all Nicholas knew, she had a perfect disposition which of course was exactly what she wanted him to think.

So it really looked with all the advice Lucy had received and the careful way she had followed it, as if hers was the marriage that couldn't be shaken. Lucy used to look at some of the couples she knew and listen to some of the girls complaining about the way their husbands behaved and she felt rather smug. Sometimes she felt she couldn't bear to be so happy and she wondered what she had done to deserve someone like Nicholas, who kissed her so hard every morning that he took off all her lipstick.

Then it happened. Lucy met her first big setback and all her smugness was shattered. And it wasn't another woman who did it. It was, of all the absurd things in the world, a television set. It had all started the only time Nicholas came home from work with his eyes shining.

- Guess what, – he said after he had kissed Lucy, – guess what.
- You've got a rise? – guessed Lucy.
- Nothing like that. This is exciting.
- So a rise wouldn't be exciting, – Lucy thought but she didn't say it. Men didn't care for sarcasm, her mother had often reminded her.
- Well. Tell me, – she said. – Don't just stand there grinning.
- You know Peter Brennan, – Nicholas began.
- Did Peter get a rise? – Lucy suggested.

– Don't try to be funny, – Nicholas said. – This has nothing to do with money. She began to feel relieved which, probably, began to show in her face because he hastily amended his statement.

– Well, anyway not much, – he said.

– What is it then?

– Peter won a television set, – Nicholas announced jubilantly.

– Good for him! – Lucy murmured and started for the kitchen. Nicholas grabbed her arm.

– No, wait! – he said. – That's not the exciting part. The exciting part has to do with us.

– Us? Is Peter going to give us the set? – Nicholas's face fell a little and all the glow went out of his eyes. Lucy instantly repented.

– I was only joking, darling, – she said. – But tell me, I can't guess.

– Well, of course, Peter isn't going to give us the set he's won. That would be ridiculous. But he'll sell his old one. Cheap!

– How cheap?

– Really cheap! It's a very good set, only 2 years old and he'll let us have it for 20 pounds as a favour.

– What's wrong with it? – Lucy asked.

– Oh, really! You are so suspicious. Nothing is wrong with it. He's a friend of mine. He has a stroke of luck, so he's very kindly letting me share in it.

– 20 pounds is 20 pounds, Lucy said, but she knew she was weakening. Nicholas looked so eager and so happy that she hadn't the heart to refuse him.

– All right, – she said, and he kissed her long and hard. Suddenly from the kitchen came the smell of burning fat. She broke away from him and just managed to save the chops.



**XVI. SUPPLY THE ENGLISH EQUIVALENTS FOR THE FOLLOWING FROM THE TEXT ABOVE:**

вполне сознавать, что ...  
неприятные неожиданности  
легкая жизнь, одни удовольствия  
блуждать (о глазах), смотреть по сторонам  
здравый смысл  
предположить  
неряшливый  
неизбежно начинать сравнивать  
элегантные молодые девушки  
свеже-выглаженный  
казаться печальным для к.-л., действовать на к.-л. угнетающе  
мяться  
ужасно надоедать, мешать  
делать что-либо кое-как, не доделывая  
кричать друг на друга  
удаваться, выходить  
владеть собой, не выходить из себя  
срывать раздражение на к.-л.  
доставлять газеты, почту  
отчитывать, ругать к.-л.  
едва устоять перед желанием  
насколько к.-л. известно  
иметь прекрасный характер  
чувствовать себя на высоте, быть довольным собой  
заслуживать

быть поколебленным, поколебаться  
получить прибавку  
не особенно любить к.-л.  
усмехаться  
не иметь отношения к ч.-л.  
Молодец!  
вытянуться (о лице)  
раскаяться  
Ему повезло.  
поделиться чем-либо с кем-либо  
не иметь духу сделать что-либо  
вырваться от кого-либо

**XVII. COMMENT ON THE MEANING OF THE FOLLOWING PHRASES AND SENTENCES FROM THE TEXT ABOVE.**

1. Lucy was well aware of the fact that there were pitfalls in marriage.
2. Marriage wasn't at all a bed of roses.
3. A terrible nuisance.
4. Lucy wasn't one to do things by half.
5. Women kept all their temper inside themselves.
6. No intelligent girl told her husband off.
7. She had always bitten her tongue hard and swallowed the words.
8. For all Nicholas knew, she had a perfect disposition.
9. She felt rather smug.
10. Lucy met her first big setback.
11. Men didn't care for sarcasm.
12. Nicholas hastily amended his statement.

13. Nicholas's face fell a little and all the glow went out of his eyes.
14. He has a stroke of luck, so he's very kindly letting me share in it.
15. Nicholas looked so eager and so happy that she hadn't the heart to refuse him.

**XVIII. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT ABOVE.**

1. Was Lucy aware of the fact that there were pitfalls in marriage?
2. Describe an ideal wife that Lucy was going to make.
3. What did Lucy do when she was tempted almost beyond her strength to protest loudly over some little things?
4. What did she do to make her marriage work?
5. In what way did the TV set appear in the house?
6. What did Nicholas feel when a friend of his suggested him buying his old TV set?
7. What was Lucy's reaction towards the idea of buying a TV set?
8. Why didn't she object?

**XIX. ANSWER THE QUESTIONS USING THE ACTIVE VOCABULARY OF PART ONE.**

1. What will you do if somebody is holding you while you are anxious to get away?
2. How do you sometimes feel if you think you are doing better than anyone else?
3. In what other way can you say: 'If I knew of the danger, I would have never done it'.
4. What do you say of one who won a car in lottery?
5. What do you say of a person whose qualities of mind and character are:
  - a) kind, b) perfect, c) cruel, d) selfish, e) changeable?

6. What happens to a cotton dress if you lie in it?
7. What do you say of an experiment that has proved successful?
8. What do you say of one who is indifferent to sports, music, art?
9. How does one's disappointment sometimes show on one's face?
10. What do you usually say of mosquitoes in summer?
11. What are you supposed to do if there appears a hole in a sock?
12. Why does it sometimes happen that one shouts at others when he is tired or nervous? How does he feel afterwards?
13. What do you say when someone has had a stroke of luck?
14. How does one sometimes smile to express his contempt or satisfaction?
15. What do you say of one whose salary has become higher?
16. What do you say when your plans or hopes have been ruined?
17. What should one do when he is tempted almost beyond his strength to say something rude?
18. Why do parents sometimes abstain from punishing their children for their misbehavior?

**XX. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE ACTIVE VOCABULARY OF PART ONE.**

1. То, что дела приняли худший оборот, кажется довольно грустным.
2. Его лицо вытянулось, когда он услышал новость.
3. Она едва устояла перед желанием раскрыть секрет своей подруге.
4. Насколько мне известно, она способна владеть собой.
5. Она раскаивалась, что отчитала его, но у нее не хватило духу сказать ему об этом.
6. Что касается Люси, то она считала Ника расточительным. Они не могли позволить себе купить телевизор, пока Ник не получит прибавку.

7. Он старался сосредоточить свое внимание, но мысли его блуждали.
8. У нее далеко не идеальный характер, судя по тому, как она кричит на мужа.
9. В конце концов Ваш план обязательно удастся.
10. Я отказываюсь иметь какое-либо отношение к этому.
11. Я вполне сознаю, что в семейной жизни много неприятных неожиданностей.
12. По его широкой улыбке было видно, что он очень доволен собой.
13. Он стоял в дверях и усмехался, наблюдая за компанией.
14. Он почувствовал себя на высоте, когда получил прибавку.
15. Свежевыглаженное платье помялось, как только она села.
16. Ей повезло, и она вполне довольна собой.
17. Насколько я знаю, она не очень интересуется искусством.
18. Глаза его блуждали по сторонам, и он ни разу не взглянул на нее.

#### **XXI. COMMENT ON THE FOLLOWING.**

1. Lucy and Nicholas's financial status.
2. The qualities and character of Lucy's mother and her role in Lucy's life.
3. Lucy's and Nicholas's attitude towards buying a TV set.

#### **XXII. MAKE UP DIALOGUES.**

1. Between Lucy and her mother about married life.
2. Between Lucy and a friend of hers about married life (Lucy feels smug).
3. Between Nicholas and his friend Peter who suggests Nicholas buying his TV set.

4. Between Nicholas and Lucy when Nicholas came home from work with the idea of buying a TV set.

### **XXIII. READ THE TEXT 'LUCY'S RIVAL', PART II.**

Two weeks later she'd have let the meat burn because by that time the TV set had been installed in the living-room and Nicholas had simply faded out of her life.

Where once there had been conversation and laughter and discussions over a thousand and one different things or visiting friends or having friends in, now there was a television. Nicholas was its complete and utter slave. He drank his tea in front of the set, spilling it in his absorption with the screen. He came home in the evenings and switched on the set before he had even spoken to Lucy. The only reason why they didn't eat supper in the living-room was because Lucy put her foot down on account of the growing number of spots on the rug.

Not that eating in the kitchen helped the situation at all. Nicholas just turned the set up louder and sat with an ear cocked towards the living-room to hear every word. But if there came a silence, he jumped up and ran in to see what was happening. If Lucy attempted conversation, he said 'shh' and glared at her. The way he bolted his food, Lucy felt sure she could offer him bread and milk every single night and he'd never notice the difference. The horrible part was that he wasn't the slightest bit fussy about what programmes he watched – sport, plays, cowboy films – they were all grist for his mill. He sat glued to his chair entranced with the action on the screen, moving only when a long interval allowed him to race to the kitchen for something to eat.

'Watch television with him', – Lucy's mother advised, 'share your husband's interests'. So Lucy tried, but she finally decided that she'd rather be alone than watch one more game or one more film show.

It was easier just to go to bed and leave Nicholas alone. After several weeks of this Lucy's mother came one day to find Lucy in tears. 'Nicholas is taking out another woman', Lucy's mother suspected immediately and said so. Lucy wiped her eyes and blew her nose. 'I wish he were', – she said. 'What?!' – her mother didn't exactly shout, but her voice was anything but gentle. It was all right to raise your voice with your daughter evidently.

'I could fight a woman', – Lucy said ignoring her mother's protest. 'I could tear her hair out and cook a wonderful meal and wear some exotic perfume and have Nicholas back in 5 minutes, but I can't fight a football match on television'.

'Oh, come, Lucy', – her mother said, – 'you are making a mountain out of a molehill. It isn't as bad as that.' Lucy started to cry again. 'It's worse. I think if I dropped dead and my body would not obstruct the screen, I doubt if Nicholas would ever know it'.

'You are being very foolish', – her mother said in a firm voice. 'You are so used to Nicholas acting affectionately all the time that you can't leave the idea that he's getting rather settled'.

'Settled? Nothing', – Lucy muttered rebelliously. 'It's just simply a choice between me and the TV set and I've run a very poor second'.

'Nonsense', – the old woman said flatly. 'You are just not trying. Tonight put on something, well, pretty and wear one of that perfume you are always talking about, then walk slowly between him and the set and see what happens'.

'He'll, probably, just tell me to move out of the way', – Lucy said, but in spite of herself her hopes rose a little.

The early part of the evening went by as usual. Nicholas sat immobile in front of the TV set. Lucy washed up and read the evening newspaper and watched one or

two of the programmes herself. Then she felt it was time to make her attempt and she remembered what her mother had suggested.

It seemed like rather a low way to get a man to look at a girl, but Lucy was getting desperate. So she went to the bedroom and put on her negligee that had been part of her trousseau and was still practically new. She freshened her lipstick, put perfume behind each ear and feeling very much like a combination of Mata Hari and Salome, walked slowly towards the living-room.

For a second Lucy stood in the doorway gathering her courage, then took a deep breath and walked between Nicholas and the television set. He glanced up at her, she caught her lower lip in her teeth and her heart was actually pounding.

‘Lucy’, – he said and his voice was mild, ‘you are in the way. I can’t see the screen if you stand there’.

For just a moment she couldn’t even move. ‘Well, excuse me’, – she managed to say at last and her voice was cold enough to hang icicles on the chandelier. But Nicholas did not seem to notice. He just moved his head a little so that the screen was visible. Lucy was hot and cold and shaking and furious and crushed. This had been the final test, the very final test and from it had come nothing.

What was the use of cooking and darning socks or dressing nicely or keeping home or doing anything else? Her marriage was simply a complete and utter failure.

She ran into the bedroom, took off her negligee and threw it across the room with violence. Then she put on the cotton pyjamas she usually wore and marched into the other bedroom which contained only a camp bed and a few boxes.

At least it offered her privacy but in her present frame of mind that was what she needed. She thought she’d never sleep, she thought she’d lie there all night long crying and hating Nicholas and wishing she was dead, but eventually she did sleep even before the television play was over.



**XXIV. SUPPLY THE ENGLISH EQUIVALENTS FOR THE FOLLOWING FROM THE TEXT ABOVE:**

установить телевизор  
постепенно исчезать (из ... )  
множество различных вещей  
принимать у себя друзей  
проливать, разливать ч.-л.  
поглощенный ч.-л.  
решительно воспротивиться, положить конец ч.-л.  
не то, чтобы  
настраивать телевизор погромче  
пытаться завязать разговор  
сердито смотреть на к.-л.  
быть неразборчивым  
лить воду на ч.-л. мельницу (здесь: из всего извлекать удовольствие)  
сидеть безотрывно у ч.-л., неотлучно находиться при ч.-л.  
зачарованный ч.-л.  
делать из мухи слона  
загораживать, заслонять  
остепениться  
бормотать  
занимать второстепенное положение, быть на втором месте  
сказать решительно, категорически  
быть доведенным до отчаяния  
собраться с мужеством, отважиться  
сильно биться (о сердце)  
мешать, препятствовать

быть уничтоженной  
потерпеть полную неудачу  
уединение  
настроение  
в конечном счете, в конце концов

**XXV. COMMENT ON THE MEANING OF THE FOLLOWING PHRASES AND SENTENCES FROM THE TEXT ABOVE.**

1. Nicholas sat with an ear cocked towards the living-room to hear every word.
2. The way he bolted his food, Lucy felt sure she could offer him bread and milk every single night and he'd never notice the difference.
3. 'Nicholas is taking out another woman', Lucy's mother suspected immediately and said so.
4. 'What?!' – her mother didn't exactly shout, but her voice was anything but gentle.
5. 'Settled? Nothing', – Lucy muttered rebelliously.
6. Nicholas sat immobile in front of the TV set.
7. So she went to the bedroom and put on her negligee that had been part of her trousseau and was still practically new.
8. Lucy's voice was cold enough to hang icicles on the chandelier

**XXVI. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT ABOVE:**

1. What was Lucy and Nicholas's life like after the TV set had been installed in the living-room?
2. Was Nicholas particular about the TV programmes he watched?

3. Did Lucy's mother interfere? What was her advice?
4. What made Lucy's hopes rise a little?
5. Did the plan work?
6. Give your account of Lucy's attempt to act on her mother's advice.

**XXVII. ANSWER THE QUESTIONS USING THE ACTIVE VOCABULARY OF PART TWO:**

1. What do you say of one who takes a subordinate position in the family or office?
2. What does one do after buying a TV set?
3. What does one usually need when he is tired and doesn't want to talk to anyone?
4. What do you say to one who obstructs the view?
5. How does one look at a person he is very cross with?
6. What do you say of one who says something in a low indistinct voice?
7. What do you say of one whose plans have proved unsuccessful in every respect?
8. What do you do if you are determined to put an end to something you are very much opposed to?
9. What will happen if you spill some milk on a dress?
10. What do you say of one who is in the habit of exaggerating things?
11. How does one sometimes feel when all his efforts turn out to be useless?
12. What do you say of an object or person that makes it impossible for you to pass ahead?
13. What do you say if you can hardly hear what is said on TV?
14. What happens if the TV show you are watching is quite absorbing?
15. How does one sometimes eat when in a hurry?

16. How does one usually feel if he has got nobody to talk to?
17. What does one have to do if he is afraid of doing something and there is no getting away from it?
18. What other word do you know for 'in the end' or 'at last'?

**XXVIII. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE ACTIVE VOCABULARY OF PART TWO:**

1. Ее сердце забилося от волнения, когда ее представили известному писателю.
2. Настрой телевизор погромче, сейчас передают последние известия.
3. Он обязательно остепенится теперь, когда ему придется заботиться о своей семье.
4. Она подозревала, что занимает в его жизни только второстепенное место.
5. Люси привыкла принимать у себя гостей и сейчас чувствовала себя одинокой.
6. Он ничего не сказал и только сердито посмотрел на нее.
7. Раньше она разделяла интересы мужа, но теперь все забыла в своем увлечении искусством.
8. Не то чтобы она потерпела полную неудачу, просто пока ее план не удался.
9. Находясь в таком душевном состоянии, она искала уединения.
10. Дела не так уж плохи. Не преувеличивайте!
11. Люси попыталась начать разговор, но Николас сердито посмотрел на нее.

**XXIX. MAKE UP A DIALOGUE BETWEEN LUCY AND HER MOTHER ABOUT LUCY'S FIRST BIG SETBACK IN MARRIED LIFE.**

**XXX. TRANSLATE INTO ENGLISH THE TEXTS ABOUT MATA HARI AND SALOME AND EXPLAIN WHAT G. HENDERSON MEANS BY SAYING THAT LUCY FELT 'VERY MUCH LIKE A COMBINATION OF MATA HARI AND SALOME'. WHAT IS THERE IN COMMON BETWEEN THESE THREE WOMEN?**

### ***Мата Хари***

Мáта Хáри (7 августа 1876, Леуварден, Нидерланды – 15 октября 1917 года, Венсен, пригород Парижа), настоящее имя – Маргарета Гертруда Зелле, – исполнительница экзотических танцев и куртизанка, подданная Нидерландов. В первое десятилетие XX века стала широко известна в Европе как танцовщица «восточного стиля». Во время Первой мировой войны предположительно занималась шпионской деятельностью в пользу Германии. Расстреляна по приговору французского суда за шпионаж в пользу противника в военное время. Многие исследователи считают, что улики против Маты Хари были сфальсифицированы, а сама она была скорее всего невиновна.

### ***Саломея***

Саломея – иудейская царевна, дочь *Иродиады*, падчерица *Ирода Антипы*. Мать Саломеи, Иродиада, состояла в связи с Иродом Антипой, братом своего мужа (и отца Саломеи) Филиппа, за что публично осуждалась Иоанном Крестителем. Осуждение, вероятно, и послужило причиной заключения, а в дальнейшем и казни Иоанна Крестителя. Ирод Антипа был против казни Иоанна, «зная, что он муж праведный и святой», и согласился на неё лишь потому, что пообещал дочери Иродиады выполнить любое её желание. *Танец* юной Саломеи на праздновании дня рождения *Ирода Антипы* привёл к тому, что Антипа

согласился выполнить любое её желание, и, будучи научена своей матерью, Саломея потребовала убить *пророка Иоанна Крестителя*. После казни ей была принесена на блюде его *голова*.

**XXXI. READ THE TEXT 'LUCY'S RIVAL', PART III.**

She was woken by the light snapping on. Nicholas was standing in the doorway staring at her. 'What are you doing here?' – he said. The habit of keeping everything calm was very strong and she almost said that she had a sore throat and let it go at that.

The words were forming in her mind when Nicholas spoke again. 'Are you angry about something?' – he said innocence all over his face. 'Have I done anything wrong?'

Something broke inside Lucy. All the self-control she had practiced during their marriage dissolved in a fraction of an instant.

'Do!' – she shouted and her voice was as shrill as a siren and just as penetrating. 'Do! You don't do anything but sit and watch that wretched television set night after night!' Lucy pummelled on the pillow so hard with her fists that she almost split it wide open. Then she hurled it away with all her might.

The innocence on Nicholas's face turned to a distinct shock. 'Is that a crime?' – he said.

Lucy sat up (in bed). 'Yes, it is', she said and the volume of her voice did not in any way decrease. 'You are so right, it is ... You don't talk to me any more. You don't pay attention to what I say or think or do. You just sit glued to that stupid set.'

'How can I talk? – Nicholas asked and his voice was not as quiet, as when he had started. When you are always going away!'

'Well, if you think I'm going to sit up night after night to watch some stupid programme to the bitter end, you are mad' – Lucy said.

'You sound like a fish-wife', – Nicholas observed.

'Well, I ought to!' – Lucy screamed. – 'I'm married to a poor fish!'

Nicholas's face began to turn deep dark red and Lucy saw him clench his fists.

'Go ahead! Hit me!' – she taunted. – 'You are just the type to do it.'

Nicholas didn't say anything for a minute. And then he loosened his hands and took a deep breath. 'You are being hysterical,' – he said trying to smile, – 'let's sit down and talk this thing over. Let's be calm about it. You don't have to shout'.

'No, – Lucy shouted. – I won't be calm. I've always been calm before. And where did it get me? Where? Nowhere. That's where'.

'Where did you want to get to?' – Nicholas shouted back.

'Somewhere where you'd notice me', – Lucy said and her voice began to shake.

'I've always noticed you', – Nicholas said.

'Not for the past four weeks', – Lucy answered. 'I came into the bedroom tonight in my sheerest blue negligee and you didn't even see me'.

'You did', – Nicholas said and the blank look on his face was the finishing touch.

'That does it! – Lucy howled. That does it. You admit I mean nothing to you and after the way I worked to make this a perfect marriage'.

'The way you worked!' It was like dropping a match into petrol. Lucy felt herself exploding in 17 different directions at once. Only the fact that Nicholas was so much bigger than she was kept her from trying to tear him from limb to limb.

'And who else do you suppose has worked at it?' – she demanded.

‘Me’.

‘You? Ha. You haven’t done a thing but eat food. I worked so hard to prepare food and I worked so hard to darn and you don’t even tell me the food is good and you wear holes in the socks faster than I can darn’.

‘Yes, and the darns are lumpy, if you ask me, – Nicholas retorted. – I hate darned socks. I always have. I only never said anything because I didn’t want to hurt your feelings’.

‘Aren’t you noble? – Lucy sneered. – Big heavy meals night after night’.

‘My mother used to have lots of salads and stuff and you never have anything but gravy and mashed potatoes and more gravy till I have indigestion half the time’.

This time Lucy simply stared at him. That he would dare to talk to her like this was bad enough but that he should be tearing all the things that her mother had taught her and that she had believed in was almost too much.

‘And another thing’, – Nicholas went on and he was roaring now. Even his neck was red. ‘You are too damned fussy around the house. You are always dressed up. Why? A man can’t even take his tie off for fear it wouldn’t suit you. Why don’t you ever lie around in slacks or something like other women do? Why do you have to behave as if you were a queen or something’.

‘Because my mother told me how to keep a man happy’, Lucy said and the words sounded wobbly.

Nicholas exploded. ‘Your mother. She bosses you around all the time and you are so obedient and soft. Tonight was the first time in my life I ever knew you have any spirit at all’.

‘If I had shouted at you all the time, you would have left me’, – Lucy cried.



‘Perhaps, I would have walloped you now and again, but not left you. I love you, darling’. It sounded absolutely ridiculous to hear him say that when he was angry and shouting so loud.

‘I can tell, – she said with as much sarcasm in her voice as possible, I can tell how much you love me by the way you watch the TV’.

‘What’s that got to do with it?’ – he shouted and he sounded honestly bewildered this time.

‘A great deal! I told you. You don’t love me or look at me or talk to me or anything. You are absolutely stupid so far as this wretched thing is concerned!’

‘I like TV’, – he said sounding stubborn.

‘And why, so do I, – she said. But I’d like to have a little rest from it sometimes’.

‘You never told me’, – he said.

‘Well, you never told me you hated my cooking and my darning and the way I dress and my mother and how I talk (and) ... ‘ As the memory of what he had said came sweeping over her, she was filled with a sharp new anger. ‘I’m surprised if you ever loved me a week. All those things about me you hated’.

‘Yes, but not you yourself, – he said and his voice was suddenly soft and persuasive. – Not you, darling’. He pulled her into his arms. ‘There, – Nicholas said at last with large satisfaction. – Now that we’ve had a row I feel as if we are really married’.

Lucy looked at him and took sudden and instinctive advantage of the warm reckless look on his face. ‘Won’t you ... ‘ – she said.

‘You mean no TV at all’, – Nicholas asked.

'I mean none of this sitting up all night. I mean now and again turning it off. And that we can talk'.

Nicholas grinned. 'No more darned socks', – he demanded.

'What shall I do if you get holes?' – she asked.

'Throw them away, – he said sweepingly. – Well, salad sometimes instead of meat and potatoes'.

She felt a smile creeping up on her face.

'All right, salads and a row once in a while'.

'If you like', – she conceded.

All the ideas of what makes a perfect marriage tumbled in a heap.

'I'll try if you will, – he promised. – And I won't watch TV so much'.

This time she went into his arms and clung to him feeling a strange excitement inside. Perhaps a good row now and then did clear the air and everything was going to be better now that they had expressed themselves and straightened things out. She still had a perfect marriage.

'Let's have a cup of coffee', – Nicholas suggested and his eyes were shining. He walked towards the kitchen and Lucy followed obediently feeling warm and smug. As they passed through the living-room Nicholas's hand reached out automatically, it seemed, and snapped on the TV set. 'Might just get the latest news', – he said over his shoulder smiling innocently at Lucy.

**XXXII. SUPPLY THE ENGLISH EQUIVALENTS FOR THE FOLLOWING FROM THE TEXT ABOVE:**

щелкнуть (выключателем), включить (свет, радио)

оставить все как есть, без изменений

делать что-либо не так  
самообладание  
испариться, растаять  
несчастный, отвратительный (перен.)  
не ложиться спать  
до самого конца, до последней возможности  
никчемный, бесхарактерный человек  
сжать кулаки  
Продолжайте! Действуйте!  
насмехаться, говорить колкости  
обсудить что-либо подробно  
Чего я добилась (достигла) этим?  
озадаченный вид  
заключительный аккорд, последний штрих  
в том-то и дело  
ничего не значить для кого-либо  
помешать кому-либо сделать что-либо  
ничего не делать, кроме как ... , только и делать, что ...  
если хочешь знать  
возразить  
обижать кого-либо, задевать чьи-либо чувства  
большая часть времени  
верить во что-либо  
суетиться по дому, возиться с хозяйством  
из-за боязни  
или что-то в этом роде  
командовать, помыкать кем-либо

Какое это имеет отношение к ... ?  
казаться совершенно нелепым  
быть искренне озадаченным  
поссориться  
воспользоваться чем-либо  
время от времени  
уступать  
рушиться (о надеждах, планах)  
разрядить атмосферу  
привести все в порядок, уладить все недоразумения

**XXXIII. COMMENT ON THE MEANING OF THE FOLLOWING PHRASES AND SENTENCES FROM THE TEXT ABOVE:**

1. The habit of keeping everything calm was very strong and she almost said that she had a sore throat and let it go at that.
2. Her voice was as shrill as a siren and just as penetrating.
3. Lucy pummelled on the pillow so hard with her fists that she almost split it wide open. Then she hurled it away with all her might.
4. 'You sound like a fish-wife', – Nicholas observed.
5. 'That does it! – Lucy howled. – That does it'.
6. It was like dropping a match into petrol. Lucy felt herself exploding in 17 different directions at once.
7. 'Perhaps, I would have walloped you now and again, but not left you. I love you, darling'.
8. 'Because my mother told me how to keep a man happy', Lucy said and the words sounded wobbly.

**XXXIV. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT ABOVE:**

1. What caused the row between Nicholas and Lucy?
2. Who kicked up the row?
3. When was it that Nicholas lost his temper?
4. Did the row clear the air after all?
5. Do you think their life changed after that?
6. What do you think about 'Lucy's Rival' in general? What may affect the quiet family atmosphere?
7. What is the last phrase suggestive of?

**XXXV. ANSWER THE QUESTIONS USING THE ACTIVE VOCABULARY OF PART THREE:**

1. What does a painter usually do when his picture is practically finished?
2. What do you say when it hurts you to swallow?
3. How do you urge somebody to go on with what he is doing?
4. What happens sometimes when people don't get along and can't keep their temper inside?
5. What advice would you give a heavy smoker who complains of a cough?
6. What kind of person would you call bossy?
7. What do you do if there is something you don't approve of but you are unable to alter anything?
8. What do you call mastery of expression, words and behaviour?
9. What does one say to a person who spends most of his time finding fault with everybody?
10. What happens to salt or sugar if you put them in water?

11. What do you call a sound that is sharp and piercing in tone?
12. What do boys usually do when starting a fight?
13. What do you do if you want to settle some question with the members of your family?
14. How does one usually look when he fails to understand what is going on?
15. What do you call a thing or person that causes unhappiness or misery?

**XXXVI. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE ACTIVE VOCABULARY OF PART THREE:**

1. Она пользовалась любой возможностью говорить по-английски.
2. По тому, как он сердито смотрел на меня, я понял(а), что сделал(а) что-то не так.
3. Ее муж бесхарактерный человек и в семье занимает второстепенное положение.
4. Он не отчитал сына, а оставил все как есть.
5. Я не могу не вмешаться в это дело. Я этому положу конец. – Действуй!
6. Именно то, что она насмеялась над ним, в конце концов довершило дело.
7. Она еще верила в то, что это недоразумение можно уладить.
8. Ему приходилось сидеть ночами, чтобы подготовиться к экзаменам.
9. Он, казалось, был так искренне удивлен, что у нее не хватило духу отчитать его.
10. Он потерял самообладание и начал кричать на всех, но ничего этим на добился.
11. Ее решительный тон задел его самолюбие. Это было последней каплей.

12. Ты ничего не делал, только и командовал всеми. Как насчет того, чтобы взяться за работу?

13. Если хочешь знать мое мнение, ты ведешь себя глупо.

14. После этих слов ее решимость испарилась в одно мгновение, и она уступила уговорам подруг.

15. Ее мечта стать балериной рухнула после этого несчастного случая.

16. Было уже поздно, но он решил дождаться возвращения сына и долго не ложился спать.

17. Единственное, что она хотела, – это обсудить с ним все спокойно. Но чего она этим достигла? Ничего.

18. Меня удивляет, что она не интересуется искусством.

**XXXVII. MAKE UP A DIALOGUE BETWEEN LUCY AND HER MOTHER ABOUT THE INCIDENT THAT 'CLEARED THE AIR'.**

**XXXVIII. LISTEN TO THE INTERVIEW OF A DIVORCE LAWYER.**

I – Interviewer. S – Jane Simpson.

I: Mrs. Simpson, could you tell me who most often starts divorce proceedings, the man or the woman?

S: The woman.

I: And what is the most common reason for divorce?

S: Well, the legal reason most commonly stated in the courts is adultery, but this is a symptom, really, rather than the real reason. I think there are 2 real reasons: one – the couple have grown apart with time, and two – either the husband or wife has found the courage eventually to bring to an end an intolerable situation. More

specifically, the woman's reasons are that she doesn't have to put up with it any longer, and she has grown up, become more mature, as it were, and is perhaps making an important decision for herself for the first time in her life. The man's reasons are that he is growing away, perhaps because of business, and his wife who's left at home doesn't come with him either physically on business trips, but more important, doesn't develop with him spiritually.

I: You have said that adultery is often the symptom of divorce, not the cause. Could you say a little more about that, do you think?

S: Yes. Adultery is not often the reason why a marriage breaks down. It's really an event that brings out the reason why a marriage has already broken down. Adultery, you see, is a tangible fact. Many of us find it difficult to know our true feelings, our emotions, and it can be even more difficult to talk about them. Well, adultery is something you can actually point at, and say 'That's why'.

I: I see.

S: People by nature, you see, are conservative. We are afraid of change, we are afraid of the unknown, and so people put up with the most intolerable circumstances for years before coming to the decision.

I: Oh, after all your years of experience in the most unpleasant side of marriage, what's your opinion of it?

S: Well, I'm in favour of it. I think there are many good marriages. They do work, but they need a lot of work to keep them going. I think this is something, unfortunately, that most people just don't realize. Marriages need effort to be invested in them, just as for instance flowers need water and attention, or they die. I must say, I think it's better to end a relationship that doesn't work, rather than stay together in misery for year after year.



I: Yes.

S: So my advice to divorcees is 'Think long and hard about what went wrong with that marriage, and so avoid making the same mistake twice'. Too many people rush into another marriage too quickly. And for example a woman who thinks she needs a dominating man, but then hates being dominated, will marry another dominating man, and of course it all happens all over again.

I: Mmm, yes. Do you think divorce should be made easier or more difficult, or in your opinion is the situation acceptable as it is?

S: Yes, it's OK. I personally think the grounds for divorce should be simplified. I think the only reason required for divorce should be one year's separation. At the moment, as you probably know, the fundamental reason is 'irretrievable breakdown', and a number of signs that might prove that. But what actually happens is that a couple knows their marriage is over, and has to find one of the accepted labels to explain it. So the present system is a bit dishonest, you might say.

I: And is it true that children are the ones that suffer most?

S: Oh yes, they suffer more than we care to realize. Parents need to talk honestly to the children, preferably together.

I: Do you think then that having children is a reason for staying together?

S: No, not if the parents can't behave in an adult way. Children are a very good reason for working harder at a marriage, however, and so stopping a bad situation starting in the first place. But if the atmosphere is already tense, there will be a lot of relief when the parents divorce.

I: Uhm, tell me how you find your job? Doesn't it depress you sometimes, that you are dealing with couples who, perhaps, hate each other, or who have lied and

hurt other people, and are now, perhaps, fighting selfishly to get the most for themselves?

S: Oh yes, sometimes I think 'Why can't you sort out your own problems?' about a particular client. 'Be honest with yourself and the others in your life, that's all you've got to do'. But of course that's something we find very difficult. What I wish most is that they would realize just how well off they were, and I don't mean money by the way. But when I have the client in front of me, well I just have a job to do, and I must do it to the best of my abilities.

I: Thank you very much, Mrs. Simpson.

**XXXIX. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS AND WORD-COMBINATIONS:**

to start divorce proceedings

the most common reason for divorce

adultery

to grow apart, to grow away

to find courage (eventually) to bring to an end an intolerable situation

to put up (with sth)

mature

to make an important decision

a business – trip (on business – trip)

to develop spiritually

to bring out the reason

a tangible fact

to put up with intolerable circumstances  
unpleasant side of marriage  
to keep sth going  
to invest effort  
misery  
divorcees  
to avoid making the same mistake twice  
to rush into another marriage  
a dominating man  
the situation is acceptable as it is  
to simplify the grounds for divorce  
one year's separation  
irretrievable breakdown  
to find an accepted label to explain sth  
to suffer more than we care to realize  
to stay together  
to behave in an adult way  
relief  
to sort out problems  
well-off  
to do sth to the best of someone's abilities

**XL. ANSWER THE FOLLOWING QUESTIONS:**

1. Who most often starts divorce proceedings?
2. What is the most common reason for divorce?
3. Why is adultery considered to be the symptom of divorce not the cause?

4. What does Mrs. Simpson mean by saying that people are conservative by nature?

5. What is Mrs. Simpson's opinion of marriage?

6. What is her advice to divorcees?

7. What does Mrs. Simpson think about the grounds for divorce?

8. Who suffers most when the couple decide to get divorced?

9. Is having children a reason for staying together?

**XLI. SPEAK ABOUT MARITAL FAILURES AND THE MOST COMMON REASONS FOR DIVORCE.**

**XLII. TRANSLATE THE FOLLOWING TEXTS INTO ENGLISH.**

**Где и какие диковинные свадебные обычаи**

*Россия*

Друзья вместе с женихом выкупают невесту. Подружки и родственники невесты «держат оборону»: дверь закрывают на ключ, ключ прячут в шариках, которые вешают над дверью. Жених и его друзья не сразу догадаются лопнуть шарики. Подружки невесты выманивают из карманов жениха и его друзей побольше денег, те кладут купюры на четыре угла стола и в середину. Как только жених или его друзья смогут дотронуться до невесты, выкуп состоялся.

*Чечня*

Во время свадьбы столы накрывают отдельно для мужчин и женщин. Невеста, прикрыв лицо фатой, весь день стоит в углу. Тот, кто хочет поздравить невесту, просит ее принести воды. Когда невеста выполняет просьбу, поздравляющий выпивает глоток и опускает в кружку деньги.

### *Нигерия*

Юноша по пути к своей избраннице должен пройти сквозь строй ее родственников, вооруженных палками, каждый из которых норовит побольнее ударить будущего зятя, проверяя его готовность к трудностям на новом посту.

### *Германия*

Претендент на руку и сердце должен тщательно подмести ступени старинной городской ратуши. Невеста, придирчиво проверяя качество уборки, оценивает, насколько трудолюбив и аккуратен муж.

### *Македония*

Молодожены, запертые в устланном хвоей подвале, отчаянно борются за свадебные призы – шапку и ботинки. Захватит шапку жена – будет счастлива в замужестве. А если еще и ботинки в придачу получит, мужа всю жизнь под каблуком продержит.

### *Великобритания*

Невеста должна поднять одной рукой тяжелую крышку старинного церковного сундука. Тоже проверка на выносливость, только на женскую.

## **XLIII. TRANSLATE THE FOLLOWING TEXTS INTO ENGLISH.**

### **Как проходит свадьба в разных странах**

#### *Греция*

Греческая невеста в день свадьбы кладет в перчатку маленький кусочек сахара, чтобы любовь всегда была сладкой. Голову гречанки украшают ниспадающие до колен золотые нити, лицо закрывает длинная вуаль. Один из братьев новобрачной завязывает ей вокруг талии пояс на три прочных узла. Супругу придется потрудиться, чтобы развязать их в первую брачную ночь.

Вступая в дом мужа, юная жена кланяется свекру и свекрови и целует им руки. Родители держат во рту золотую монету, которую она должна вынуть своими губами в знак того, что отныне из уст новоиспеченных родителей будут исходить только «золотые» слова.

#### *Япония*

В храме молодые по очереди делают по девять глотков саке, после чего невеста в присутствии родственников дает клятву верности мужу и семье. Завершают торжество нескончаемые приветственные речи. Сохранить к концу дня бодрость духа молодоженам помогает японская выдержка и мысль о том, что подарков всегда бывает так же много, как и гостей.

#### *Марокко*

За пять дней до свадьбы марокканка принимает церемониальную ванну, ноги и руки ей расписывают хной. Затем украшенная драгоценностями девушка должна три раза обойти вокруг дома, в котором будет жить с мужем. В день свадьбы новобрачная в многослойном, расшитом золотом платье торжественно переступает порог своего нового жилища. Невесты меняют свои тяжелые наряды не менее шести раз за вечер.

#### *Шотландия*

Как только отзвучат обеты, жених накидывает на плечи невесте клетчатый, цветочный платок своего родного клана, платок и закалывает его серебряной булавкой. Чем крепче его любовь к молодой жене, тем сильнее затягивает он на ее талии фамильный ремень.

#### *Германия*

Чтобы злые духи не помешали юной девушке стать счастливой женой, друзья новобрачной накануне свадьбы бьют посуду на пороге ее дома. Сама же невеста подметает осколки и вносит их внутрь жилища. На выходе из церкви

гости натягивают простыню. Новобрачные должны маленькими ножницами прорезать в ней проход в виде сердца, через который молодой муж пронесит любимую на руках.

#### *Испания*

В букете испанской невесты обязательно должны быть оранжевые цветы, ведь апельсин – вечно зеленое дерево, значит «апельсиновая» невеста надолго останется молодой и цветущей.

#### *Италия*

По старинному обычаю новобрачная выпускает из клетки белых голубей. Птицы обретают свободу, а у невесты начинается новая жизнь.

#### **XLIV. TRANSLATE THE FOLLOWING TEXT INTO ENGLISH.**

Конечно, лучше вообще не знать, что такое развод. Но, увы, бывает и такое, причем достаточно часто. И, оказывается, разводятся люди (как, впрочем и женятся) в разных странах по-разному. Некоторые законы и обычаи известны еще с древнейших времен и благополучно дожили до наших дней.

В Индии, например, во втором тысячелетии до нашей эры право на развод имели только мужчины. Согласно существовавшему тогда закону, жена, не рожавшая детей, может быть переменена на восьмом году, рожаящая только девочек – на одиннадцатом, но сварливая – немедленно.

В Древнем Китае муж имел право изгнать жену за измену, непослушание, сплетничество и чрезмерную ревность.

В Турции, согласно шариату, если женщина открыла свое лицо чужому мужчине, ее брак аннулировался.

У шиитов, проживающих в Ираке, существуют два вида разводов: окончательный и развод, который можно взять обратно, если в течение года

супруги помирятся. Но по истечении этого срока развод считается окончательным, к тому же муж должен выплатить жене определенную сумму.

В Японии поводом для развода может послужить жалоба мужа на то, что его жена спит в некрасивой позе.

В Англии развод не разрешен, если его требуют сразу оба супруга, – по здешнему законодательству только один из супругов может возбудить дело о разводе.

Абориген Австралии становится холостяком, если скажет своей жене единственное слово: «Уходи!». Женщина же, чтобы получить развод, должна иметь веские доказательства, что муж – неисправимый донжуан.

У мальгашей, коренных жителей Мадагаскара, существуют временные разводы – по их понятиям, это предотвращает более сложные семейные конфликты. Развод берется, например, если муж уезжает в длительную командировку. Когда муж возвращается, происходит торжественное возобновление брака. Любопытно, что при этом ни один из супругов не должен интересоваться, что происходило в его отсутствие.

В Италии до сих пор муж вправе требовать развода, если жена заставляет его мыть посуду или делать другую домашнюю работу. Одна миланка уже в наши дни позволила себе не согласиться с такой причиной, но суд счел действия жены «серьезным оскорблением закона» и удовлетворил просьбу мужа о разводе.

Джон Фитцджеральд Гленн, судья из американского штата Невада, специализируется на «коллективных» бракоразводных процессах. Когда в его канцелярии набирается 400 прошений, он приглашает всех во двор суда и выстраивает разводящихся полукругом, а потом спрашивает, согласны ли они расторгнуть брак. Когда в ответ получает единодушное «да» сразу из 800 ртов,



Гленн считает процедуру законченной. Необходимые документы выдает канцелярия.

#### **XLV. TRANSLATE THE FOLLOWING TEXT INTO ENGLISH.**

### **Ритуалы и обычаи развода**

В разных странах существует свои ритуалы и обычаи развода. Так, например, у жителей одного из островов у западного побережья Африки самая простая процедура развода. Инициатором всегда выступает женщина. Все, что ей нужно для развода, – это выкинуть вещи мужа из дома.

В СССР развод производился публично. Чтобы развестись, надо было заплатить 100 рублей, подать заявление, вызвать второго супруга в суд и опубликовать в газете объявление о возбуждении дела.

В Черногории брак считался расторгнутым, если супруги в присутствии свидетелей брались за разные концы пояса и рассекали его пополам.

В провинциальном английском городке существовал забавный обычай. По прошествии года, прожитого в браке, надо было прийти в церковь и поклясться на Библии в том, что за это время молодые супруги ни разу не пожалели о вступлении в брак. В награду за это они получали большой окорок. К сожалению, за 530 лет почетный приз получило всего 8 претендентов.

На острове Ява каждый, кто хотел бы развестись, согласно постановлению правительства, должен сначала посадить пять деревьев.

## MASS MEDIA



### I. WARM-UP

1. What images spring to mind when you hear the word 'media'?
2. What is the media?

3. Do you think the media have too much power?
4. Is media coverage of world events today instantaneous and extensive?
5. Should there be any censorship of the media?
6. Do you think the media tries to manipulate people or change their views?
7. Do you trust the media?
8. Does the media care more about truth or profits?
9. Should media outlets be punished for false information?
10. How can the media be helpful to people?
11. How can the media harm people?
12. How important are newspapers? What is their future in the age of the internet?

## **II. READ PART ONE OF THE TEXT 'MASS MEDIA' (BY JENNIFER AKIN)**

### **Definition**

'Mass media' is a deceptively simple term encompassing a countless array of institutions and individuals who differ in purpose, scope, method, and cultural context. Mass media include all forms of information communicated to large groups of people, from a handmade sign to an international news network. There is no standard for how large the audience needs to be before communication becomes 'mass' communication. There are also no constraints on the type of information being presented. A car advertisement and a UN resolution are both examples of mass media.

Because 'media' is such a broad term, it will be helpful in this discussion to focus on a limited definition. In general usage, the term has been taken to refer to only 'the group of corporate entities, publishers, journalists, and others who

constitute the communications industry and profession'. This definition includes both the entertainment and news industries. Another common term, especially in talking about conflict, is 'news media'. News media include only the news industry. It is often used interchangeably with 'the press' or the group of people who write and report the news.

The distinction between news and entertainment can at times be fuzzy, but news is technically facts and interpretation of facts, including editorial opinions, expressed by journalism professionals. Which facts are included, how they are reported, how much interpretation is given, and how much space or time is devoted to a news event is determined by journalists and management and will depend on a variety of factors ranging from the editorial judgment of the reporters and editors, to other news events competing for the same time or space, to corporate policies that reflect management's biases.

### **Importance**

Mass communicated media saturate the industrialized world. The television in the living room, the newspaper on the doorstep, the radio in the car, the computer at work, and the fliers in the mailbox are just a few of the media channels daily delivering advertisements, news, opinion, music, and other forms of mass communication.

Because the media are so prevalent in industrialized countries, they have a powerful impact on how those populations view the world. Nearly all of the news in the United States comes from a major network or newspaper. It is only the most local and personal events that are experienced first-hand. Events in the larger community, the state, the country, and the rest of the world are experienced through the eyes of a journalist.

Not only do the media report the news, they create the news by deciding what to report. The 'top story' of the day has to be picked from the millions of things that happened that particular day. After something is deemed newsworthy, there are decisions on how much time or space to give it, whom to interview, what pictures to use, and how to frame it. Often considered by editors, but seldom discussed, is how the biases and interests of management will impact these determinations. All of these decisions add up to the audience's view of the world, and those who influence the decisions influence the audience.

The media, therefore, have enormous importance to conflict resolution because they are the primary – and frequently only – source of information regarding conflicts. If a situation doesn't make the news, it simply does not exist for most people. When peaceful options such as negotiation and other collaborative problem – solving techniques are not covered, or their successes are not reported, they become invisible and are not likely to be considered or even understood as possible options in the management of a conflict.

### **Negatives**

The news media thrive on conflict. The lead story for most news programs is typically the most recent and extreme crime or disaster. Conflict attracts viewers, listeners, and readers to the media; the greater the conflict the greater the audience, and large audiences are imperative to the financial success of media outlets. Therefore, it is often in the media's interest to not only report conflict, but to play it up, making it seem more intense than it really is. Long-term, on-going conflict-resolution processes such as mediation are not dramatic and are often difficult to understand and report, especially since the proceedings are almost always closed to the media. Thus conflict resolution stories are easily pushed aside in favor of the

most recent, the most colorful, and the most shocking aspects of a conflict. Groups that understand this dynamic can cater to it in order to gain media attention. Common criteria for terrorist attacks include timing them to coincide with significant dates, targeting elites, choosing sites with easy media access, and aiming for large numbers of casualties. Protesters will hoist their placards and start chanting when the television cameras come into view. It is not unusual for camera crews or reporters to encourage demonstrators into these actions so they can return to their studios with exciting footage. The resulting media coverage can bestow status and even legitimacy on marginal opposition groups, so television coverage naturally becomes one of their planned strategies and top priorities. The '30-second sound bite' has become a familiar phrase in television and radio news and alert public figures strategize to use it to their advantage.

In most parts of the industrialized world, the news has to 'sell', because the handful of giant media conglomerates that control most of the press (media outlets) place a high priority on profitable operations. Their CEOs are under relentless pressure to generate high returns on their shareholders' investments. Media companies face tight budgets and fierce competition, which often translate into fewer foreign correspondents, heavy reliance on sensationalism, space and time constraints, and a constant need for new stories. Reporters with pressing deadlines may not have time to find and verify new sources. Instead they tend to rely on government reports, press releases, and a stable of vetted sources, which are usually drawn from 'reliable' companies and organizations. Most overseas bureaus have been replaced by 'parachute journalism', where a small news crew spends a few days or less in the latest hotspot. These same media outlets are also dependent upon advertisement revenue, and that dependence can compromise their impartiality. Many newspapers and television stations think twice before reporting a story that might be damaging to their advertisers, and will choose to avoid the story, if possible.

According to a survey taken in 2000, ‘...about one in five (20 percent) of local and 17 percent of national reporters say they have faced criticism or pressure from their bosses after producing or writing a piece that was seen as damaging to their company's financial interests’. The drive to increase advertising revenue has led many local news shows to measure out world news in seconds to accommodate longer weather and sports reports.

The news that is reported in the West comes from an increasingly concentrated group of corporate- and individually-owned conglomerates. Currently, the majority of all media outlets in the United States and a large share of those internationally are owned by a handful of corporations: Vivendi/Universal, AOL / Time Warner (CNN), The Walt Disney Co. (ABC), News Corporation (FOX), Viacom (CBS), General Electric (NBC) and Bertelsmann. These companies' holdings include international news outlets, magazines, television, books, music, and movies as well as large commercial subsidiaries that are not part of the media. Many of these companies are the result of recent mergers and acquisitions. The US Federal Communications Commission (FCC) is currently considering revising media-ownership rules that would encourage even further consolidation in the future.

In addition to the control exercised by owners, there are also government controls and self-censorship. The United States, governed by a constitution where the First Amendment guarantees freedom of the press, has arguably one of the most free presses in the world, and is one of the few countries where the right to free speech is expressly written into the constitution. Yet even the US government exerts control over the media, particularly during times of war or crisis. In many other countries around the world, especially emerging nations and dictatorships, governments impose tight restrictions on journalists, including penalties ranging from fines to imprisonment and execution. In these environments, rigorous self-censorship is

necessary for survival. In a major survey of 287 US journalists, ‘about a quarter of those polled have personally avoided pursuing newsworthy stories’.

### **III. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:**

to encompass a countless array of institutions and individuals

to differ in purpose, scope, method, and cultural context

constraints on the type of information being presented

corporate entity

news media

to use interchangeably (with)

to be fuzzy

editorial judgment

bias

to saturate

to have a powerful impact

to experience first-hand

to deem newsworthy

conflict resolution

collaborative problem-solving techniques

to thrive (on smth)

media outlet

to play (smth) up

mediation

to cater (to smth)

footage

to bestow status/legitimacy (on)



sound bite  
a stable of vetted sources  
advertisement revenue  
impartiality  
to measure out  
subsidiary  
arguably one of the most free presses in the world  
to exert control (over)

#### **IV. ANSWER THE FOLLOWING QUESTIONS.**

1. What does the term 'mass media' mean?
2. Who determines which facts are included, how they are reported, how much interpretation is given, and how much space or time is devoted to a news event? What does it depend on?
3. What media channels daily deliver advertisements, news, opinion, music, and other forms of mass communication?
4. Why do mass media have a powerful impact on how people view the world?
5. In what way do the media create the news?
6. Why do the media have enormous importance to conflict resolution?
7. What do news media thrive on? Do they only report conflict?
8. What are the consequences of the necessity to sell the news?
9. Are media outlets dependent upon advertisement revenue?
10. Who are the majority of all media outlets in the United States owned by?
11. Are there also government controls and self-censorship?
12. What can be said about the right to free speech in the USA and other countries?

## **V. READ PART TWO OF THE TEXT 'MASS MEDIA' (BY JENNIFER AKIN)**

### **Positives**

Without the media, most people would know little of events beyond their immediate neighborhood. The further one goes outside of one's circle of friends and family, the more time-consuming and expensive it becomes to get information. Very few, if any, individuals have the resources to stay independently informed of world events. With the news, however, all one has to do is turn on a television or turn to the Internet. Even when it is biased or limited, it is a picture of what is happening around the world.

The more sources one compares, the more accurate the picture that can be put together. In addition to the media conglomerates, there are also a range of independent news outlets, though they have a much smaller audience. Some of these provide an alternative view of events and often strive to publish stories that cannot be found in the mainstream media. Technological advances in many industrialized (primarily Western) countries make it possible to read papers and watch broadcasts from around the globe. While language skills can be a barrier, it is possible to live in the United States and watch Arab-language broadcasts from the Middle East, or to get on the Internet and read scores of Chinese newspapers. Having access to these alternative voices limits the power of monopolies over information.

Another important benefit of a functioning mass news media is that information can be relayed quickly in times of crisis. Tornado and hurricane announcement can give large populations advance warning and allow them to take precautions and move out of harm's way. In a country suffering war, a radio

broadcast outlining where the latest fighting is can alert people to areas to avoid. In quieter times, the media can publish other useful announcements, from traffic reports to how to avoid getting HIV. It is a stabilizing and civilizing force.

Along the same lines, the news media allow elected and other officials to communicate with their constituents. Frequently, the delegates at a negotiation will find they understand each other much better over the course of their discussions, but that understanding will not reach the larger populations they represent without a concerted communications effort. If constituents are not aware of these new understandings (and subsequent compromises) during the course of negotiations, they will almost certainly feel cheated when a final agreement falls far short of their expectations. To achieve ratification, delegates must justify the agreement by discussing it with and explaining it to their constituents throughout the entire process and the media is often used for this purpose.

### **'CNN Effect'**

A recent media phenomenon dubbed the 'CNN effect' occurs when powerful news media (i.e. CNN) seem to be creating the news by reporting it. It has been argued that CNN, with its vast international reach, sets the agenda by deciding which items are newsworthy and require the attention of government leaders. Traditionally, agenda-setting has been seen as the prerogative of government. It is also argued that emotionally-charged footage of people suffering, such as mass starvation, bombed-out markets, and burning houses, arouse the public to demand immediate action. This gives leaders little time to think through an appropriate response and can force them to take valuable resources from more urgent, less photogenic issues.

This use of sensational imagery is cited as being responsible for the United States' ill-fated involvement in Somalia: 'In the words of one US congressman, 'Pictures of starving children, not policy objectives, got us into Somalia in 1992. Pictures of U.S. casualties, not the completion of our objectives, led us to exit Somalia'. On the other hand, failure of the media to fully report on the genocide that claimed an estimated 800,000 lives in Rwanda during a 100-day period in 1994, made it easy for Western governments to ignore the crisis that they preferred not to acknowledge until long after it ended.

The CNN effect also brings up issues of accuracy. The New York Times, with its vast resources, has long been known as 'the newspaper of record'; once something is reported by this leading news outlet it is accepted as fact (unverified) and carried by other outlets, even when errors creep into the Times' account.

Some observers argue that the CNN effect is overrated, if not complete myth. Warren Strobel and Susan Carruthers, for example, argue that the US government has not been forced into doing anything; rather, it used reaction over media stories to introduce policies that it already desired. Strobel also argues that any action a politician undertakes as a result of this pressure will be merely a 'minimalist response' – a limited action that suggests a greater response than has taken place.

### **Theories of Journalism**

Any discussion of media and conflict eventually leads to the purpose and responsibilities of journalists. A Western audience expects objectivity of its news reporters. While most citizens take this for granted, objective reporting has not been the historical norm. The concept of objectivity itself has often been the focus of

debate. As Susan Carruthers states, '... news can never be value-free, from nobody's point of view'. It is a sentiment voiced by numerous journalism professionals and teachers.

Deciding what the news is requires a value judgment. In the Western news media there is a consensus that news is something unusual which departs from everyday life and is quantifiable. For example, the outbreak of war is news, but any fighting thereafter might not be. As the war continues, its newsworthiness depends on whether the news agency's home troops are involved, whether the troops of close allies are involved, how many casualties are reported, how photogenic the victims are, whether reporters have access to the fighting and information about it, and what other stories occur at the same time. Western news consists of events, not processes. This bias can result in news reports where events seem to have no context.

In response to the drawbacks of 'objective' journalism', some journalists have begun advocating for alternative models, such as 'peace journalism' and 'public journalism'. Peace journalism advocates the belief that journalists should use the power of the media to help resolve conflict rather than report it from a distance. Its detractors argue that 'once a journalist has set himself the goal of stopping or influencing wars, it is a short step to accepting that any means to achieve that end are justified. ... There can be no greater betrayal of journalistic standards'. Public journalism seeks to explore issues affecting a community and stay with those issues long enough to give the community enough information to understand the conflict and get involved. This, however, often requires a long-term commitment by the journalist and news media to follow a story over the course of the conflict. If the story is of continuing high importance to the readers – such as a war that involves local

troops, such coverage is common. If the story is not deemed continuously 'newsworthy', however, it takes a committed journalist to continue to write about it.

**VI. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:**

beyond immediate neighborhood

time-consuming

strive to publish stories that cannot be found in the mainstream media

benefit

to alert people to areas to avoid

HIV

constituents

a concerted communications effort

to fall short of expectations

dubbed

to set the agenda

a bombed-out market

to take valuable resources from more urgent, less photogenic issues

sensational imagery

ill-fated involvement in Somalia

policy objectives

casualties

completion of objectives

genocide

to claim

to acknowledge

to bring up issues of accuracy  
errors creep into the Times' account  
to overrate  
to introduce policies  
take for granted  
be value-free from nobody's point of view  
something unusual which departs from everyday life and is quantifiable  
allies  
to advocate for alternative models  
to resolve conflict  
detractors  
a long-term commitment

**VII. ANSWER THE FOLLOWING QUESTIONS.**

1. What is the role of mass media?
2. Comment on the following 'The more sources one compares, the more accurate the picture that can be put together'.
3. What is another important benefit of a functioning mass news media?
4. What is the essence of the 'CNN effect'?
5. Is agenda-setting the prerogative of government?
6. What can be said about the United States' ill-fated involvement in Somalia?
7. How accurate are news outlets?
8. What does Western audience expect of its news reporters?
9. What are alternative models to 'objective journalism'?

## **VIII. READ PART THREE OF THE TEXT 'MASS MEDIA' (BY JENNIFER AKIN)**

### **Mind Control Theories and Techniques used by Mass Media**

Mass media is the most powerful tool used by the ruling class to manipulate the masses. It shapes and molds opinions and attitudes and defines what is normal and acceptable. This article looks at the workings of mass media through the theories of its major thinkers, its power structure and the techniques it uses, in order to understand its true role in society.

Most of the articles on this site discuss occult symbolism found in objects of popular culture. From these articles arise many legitimate questions relating to the purpose of those symbols and the motivations of those who place them there, but it is impossible for me to provide satisfactory answers to these questions without mentioning many other concepts and facts. I've therefore decided to write this article to supply the theoretical and methodological background of the analyzes presented on this site as well as introducing the main scholars of the field of mass communications. Some people read my articles and think I'm saying 'Lady Gaga wants to control our minds'. That is not the case. She is simply a small part of the huge system that is the mass media.

### **Programming Through Mass Media**

Mass media are media forms designed to reach the largest audience possible. They include television, movies, radio, newspapers, magazines, books, records, video games and the internet. Many studies have been conducted in the past century



to measure the effects of mass media on the population in order to discover the best techniques to influence it. From those studies emerged the science of Communications, which is used in marketing, public relations and politics. Mass communication is a necessary tool to insure the functionality of a large democracy; it is also a necessary tool for a dictatorship. It all depends on its usage.

In the 1958 preface for *A Brave New World*, Aldous Huxley paints a rather grim portrait of society. He believes it is controlled by an 'impersonal force', a ruling elite, which manipulates the population using various methods.

'Impersonal forces over which we have almost no control seem to be pushing us all in the direction of the Brave New Worldian nightmare; and this impersonal pushing is being consciously accelerated by representatives of commercial and political organizations who have developed a number of new techniques for manipulating, in the interest of some minority, the thoughts and feelings of the masses' (Aldous Huxley, Preface to *A Brave New World*).

His bleak outlook is not a simple hypothesis or a paranoid delusion. It is a documented fact, present in the world's most important studies on mass media.

### **The Standardization of Human Thought**

The merger of media companies in the last decades generated a small oligarchy of media conglomerates. The TV shows we follow, the music we listen to, the movies we watch and the newspapers we read are all produced by FIVE corporations. The owners of those conglomerates have close ties with the world's elite and, in many ways, they ARE the elite. By owning all of the possible outlets having the potential to reach the masses, these conglomerates have the power to

create in the minds of the people a single and cohesive world view, engendering a 'standardization of human thought'.

Even movements or styles that are considered marginal are, in fact, extensions of mainstream thinking. Mass medias produce their own rebels who definitely look the part but are still part of the establishment and do not question any of it. Artists, creations and ideas that do not fit the mainstream way of thinking are mercilessly rejected and forgotten by the conglomerates, which in turn makes them virtually disappear from society itself. However, ideas that are deemed to be valid and desirable to be accepted by society are skillfully marketed to the masses in order to make them become self-evident norm.

In 1928, Edward Bernays already saw the immense potential of motion pictures to standardize thought: 'The American motion picture is the greatest unconscious carrier of propaganda in the world today. It is a great distributor for ideas and opinions. The motion picture can standardize the ideas and habits of a nation. Because pictures are made to meet market demands, they reflect, emphasize and even exaggerate broad popular tendencies, rather than stimulate new ideas and opinions. The motion picture avails itself only of ideas and facts which are in vogue. As the newspaper seeks to purvey news, it seeks to purvey entertainment' (Edward Bernays, Propaganda).

These facts were flagged as dangers to human freedom in the 1930s by thinkers of the school of Frankfurt such as Theodor Adorno and Herbert Marcuse. They identified three main problems with the cultural industry. The industry can:

1. reduce human beings to the state of mass by hindering the development of emancipated individuals, who are capable of making rational decisions;

2. replace the legitimate drive for autonomy and self-awareness by the safe laziness of conformism and passivity; and

3. validate the idea that men actually seek to escape the absurd and cruel world in which they live by losing themselves in a hypnotic state self-satisfaction.

The notion of escapism is even more relevant today with advent of online video games, 3D movies and home theaters. The masses, constantly seeking state-of-the-art entertainment, will resort to high-budget products that can only be produced by the biggest media corporations of the world. These products contain carefully calculated messages and symbols which are nothing more and nothing less than entertaining propaganda. The public have been trained to LOVE its propaganda to the extent that it spends its hard-earned money to be exposed to it. Propaganda (used in both political, cultural and commercial sense) is no longer the coercive or authoritative communication form found in dictatorships: it has become the synonym of entertainment and pleasure.

‘In regard to propaganda the early advocates of universal literacy and a free press envisaged only two possibilities: the propaganda might be true, or it might be false. They did not foresee what in fact has happened, above all in our Western capitalist democracies — the development of a vast mass communications industry, concerned in the main neither with the true nor the false, but with the unreal, the more or less totally irrelevant. In a word, they failed to take into account man’s almost infinite appetite for distractions’ (Aldous Huxley, Preface to *A Brave New World*).

A single piece of media often does not have a lasting effect on the human psyche. Mass media, however, by its omnipresent nature, creates a living environment we evolve in on a daily basis. It defines the norm and excludes the

undesirable. The same way carriage horses wear blinders so they can only see what is right in front of them, the masses can only see where they are supposed to go.

‘It is the emergence of mass media which makes possible the use of propaganda techniques on a societal scale. The orchestration of press, radio and television to create a continuous, lasting and total environment renders the influence of propaganda virtually unnoticed precisely because it creates a constant environment. Mass media provides the essential link between the individual and the demands of the technological society’ (Jacques Ellul).

One of the reasons mass media successfully influences society is due to the extensive amount of research on cognitive sciences and human nature that has been applied to it.

### **Manipulation Techniques**

‘Publicity is the deliberate attempt to manage the public’s perception of a subject. The subjects of publicity include people (for example, politicians and performing artists), goods and services, organizations of all kinds, and works of art or entertainment’.

The drive to sell products and ideas to the masses has led to an unprecedented amount of research on human behavior and on the human psyche. Cognitive sciences, psychology, sociology, semiotics, linguistics and other related fields were and still are extensively researched through well-funded studies.

‘No group of sociologists can approximate the ad teams in the gathering and processing of exploitable social data. The ad teams have billions to spend annually on research and testing of reactions, and their products are magnificent accumulations

of material about the shared experience and feelings of the entire community' (Marshal McLuhan, The Extensions of Man).

The results of those studies are applied to advertisements, movies, music videos and other media in order to make them as influential as possible. The art of marketing is highly calculated and scientific because it must reach both the individual and the collective consciousness. In high-budget cultural products, a video is never 'just a video'. Images, symbols and meanings are strategically placed in order to generate a desired effect.

'It is with knowledge of the human being, his tendencies, his desires, his needs, his psychic mechanisms, his automatisms as well as knowledge of social psychology and analytical psychology that propaganda refines its techniques' (Propagandes, Jacques Ellul).

Today's propaganda almost never uses rational or logical arguments. It directly taps into a human's most primal needs and instincts in order to generate an emotional and irrational response. If we always thought rationally, we probably wouldn't buy 50% of what we own. Babies and children are constantly found in advertisements targeting women for a specific reason: studies have shown that images of children trigger in women an instinctual need to nurture, to care and to protect, ultimately leading to a sympathetic bias towards the advertisement.

#### **IX. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:**

mind control theory  
to shape and mold opinions and attitudes  
workings of mass media

major thinkers  
occult symbolism  
public relations  
a grim portrait of society  
an impersonal force  
bleak outlook  
a paranoid delusion  
to look the part  
to be mercilessly rejected  
to be deemed to be valid and to be accepted by society  
to be marketed (to)  
to avail (of smth.)  
to purvey  
to be flagged as dangers  
state-of-the-art entertainment  
coercive (authoritative) form  
universal literacy  
to envisage possibilities  
in the main  
irrelevant  
omnipresent nature  
cognitive sciences  
publicity  
to approximate  
to tap (into)  
to trigger  
to nurture

**X. ANSWER THE FOLLOWING QUESTIONS.**

1. What kind of tool is mass media?
2. In what way does the article look at the workings of mass media?
3. How are mass media designed to reach the largest audience possible?
4. What can mass communications insure?
5. What is the society controlled by, judging by Aldous Huxley?
6. What are the results of the merger of media companies in the last decades?
7. Do mass medias produce their own rebels and in what way do they differ from the mainstream representatives?
8. How can you explain the potential of motion pictures to standardize thought?
9. What are the three main problems with the cultural industry?
10. Why is the notion of escapism even more relevant today?
11. Is propaganda a coercive or authoritative communication form found in dictatorships?
12. Is mass communications industry concerned in the main with the true or the false?
13. Why does the emergence of mass media make possible the use of propaganda techniques on a societal scale?
14. How can you explain that one of the reasons mass media successfully influences society is due to the extensive amount of research on cognitive sciences and human nature that has been applied to it?
15. What does today's propaganda use instead of rational or logical arguments?

## XI. TRANSLATE THE FOLLOWING SENTENCES FROM RUSSIAN INTO ENGLISH.

1. СМИ включают все виды информации, сообщаемой большим группам людей.

2. Не существует стандарта, касающегося количества получателей информации, с которого коммуникация становится массовой.

3. Также нет ограничений типа передаваемой информации.

4. Медиа – это широкий термин, обозначающий корпоративные структуры, издателей, журналистов и пр., составляющих индустрию коммуникации.

5. Термин «новостные медиа» часто употребляется как синоним слова «пресса» в значении «группа людей, пишущих и сообщающих новости».

6. Новости – это факты и их интерпретация, включая и мнение редакции, выражаемые профессиональными журналистами.

7. Какие факты включать, как их сообщать и сколько времени и места им уделять, определяют журналисты и редакционное руководство.

8. Телевидение, газеты, радио, компьютер – это некоторые из медиаканалов, распространяющих новости, мнения, музыку и другие формы массовой коммуникации.

9. СМИ имеют огромное влияние на то, как люди воспринимают мир.

10. Люди узнают из первых уст только о событиях, происходящих в непосредственной близости от них. О событиях иного масштаба сообщают журналисты.

11. СМИ не только сообщают новости, но и создают их, определяя, что сообщать из всех событий, произошедших в конкретный день.

12. СМИ имеют огромное значение в урегулировании конфликтов, потому что они являются первичным, а то и единственным источником информации, касающейся конфликта.



13. В индустриальном мире новости необходимо «продать», т.к. кучка медиагигантов, контролирующая большинство новостных агентств, придает большое внимание операциям, приносящим выгоду.

14. Новостные агентства зависят и от доходов от рекламы, что влияет на их «беспристрастность».

15. Многие газеты и телестудии тщательно взвешивают все «за» и «против», прежде чем сообщить новость, которая может нанести вред их рекламодателям.

16. В дополнение к контролю владельцев СМИ существует правительственный контроль и самоцензура.

17. В США, пожалуй, самая свободная пресса в мире. Но даже в этой стране правительство осуществляет контроль над СМИ во времена войн и кризисов.

18. Во многих других странах мира, особенно развивающихся, правительства вводят строгие ограничения на работу журналистов и даже наказания, включая не только штрафы, но и тюремное заключение.

19. Чем больше источников информации ты сравниваешь, тем точнее можешь представить картину происходящего. Некоторые агентства представляют альтернативную точку зрения на события и стремятся публиковать репортажи о событиях, не освещаемых ключевыми агентствами.

20. Еще одно преимущество СМИ состоит в том, что во времена кризиса информация может быть передана быстро.

21. Мощные новостные агентства устанавливают повестку дня, решая, какие события достойны освещения и внимания правительства. В этой связи большое значение имеет точность сообщаемой информации. Проблема состоит в том, что, если сообщение исходит от ведущего агентства, событие воспринимается как факт даже без подтверждения, хотя в сообщении может вкрасться ошибка.

22. Большинство граждан считают объективность информации, сообщаемой СМИ, очевидным фактом.

23. СМИ – мощнейший инструмент манипуляции массами. СМИ формируют мнения и отношения к событиям и определяют, что приемлемо и нормально.

24. СМИ – необходимый инструмент обеспечения функционирования как демократии, так и диктатуры.

## **XII. READ THE TEXT ‘MASS MEDIA: A DOUBLE-EDGED WEAPON’.**

We live in a world crowded with people who are more connected, than ever before, thanks to the mass media, including TV, the internet, radio and newspapers. These tools play a very significant role in our modern life. In fact, they have changed our life tremendously. It goes without saying that mass media have a great influence on shaping people’s ideas to the better or to the worse. That’s the main reason why they are also called ‘the fourth power’.

First, no one can deny that the mass media have a great contribution to shaping our ways of thinking. What we watch on TV, listen to on the radio, what we read in newspapers and magazines affect, without our awareness, our thinking. Does what Donald Trump or Bill Gates say on TV mean anything to you? Does what your music idols wear affect your taste of fashion? I definitely believe the answer will be ‘yes’ for most of us. When choosing what to wear, most of us have a tendency to choose what is said or shown to be fashionable by famous people.

Second, the mass media have become one of the main instruments of political change. For example, the two most famous TV channels in the Arab world, namely Al-Jazeera and Al-Arabiya have contributed to a great extent to the success of what is now called ‘the Arab spring’. But there are two big questions here to raise. The first question is: ‘How far are news channels trustworthy and objective in the way they

bring us the news?'. The second is: 'Since any news channel claims that it is the one which owns the truth or the full picture of the events, which one can we trust most?'

In conclusion, we have absolutely no control over the media. However we do have the final word to decide which path to choose (which TV programme to watch, which radio station to listen to, which newspaper to read and which website to visit). We shouldn't be so stupid and naïve to accept whatever displayed on the screen or written in the newspaper. Mass media have no power to influence the way of life we are convinced in and the cultural heritage we are proud of unless we are careless about our identity. Mass media is just a tool that can be used positively or negatively but it is our responsibility to choose for ourselves, in terms of our principles and convictions, the safe, right and useful direction to follow.

### **XIII. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:**

a double-edged weapon

it goes without saying

to the better or to the worse

a great contribution (to)

without our awareness

one of the main instruments of political change

there are two big questions here to raise

to be trustworthy and objective

to have the final word to decide

to accept whatever displayed on the screen or written in the newspaper

to be careless about identity

in terms of principles and convictions

**XIV. ARE THESE STATEMENTS TRUE OR FALSE?**

1. Mass media are not at all capable of shaping the way we think.
2. Mass media are considered as a tool for making a social change.
3. We are doomed to be affected by anything coming from media.

**XV. ANSWER THE QUESTIONS ON THE TEXT.**

1. Why do we call mass media ‘the fourth power’?
2. How do mass media influence our way of thinking?
3. Can we control the media?
4. What are advantages and disadvantages of mass media?

**XVI. ANSWER THE FOLLOWING GENERAL QUESTIONS ABOUT MASS MEDIA.**

1. What do you think about countries that ban or restrict the media?
2. Do you always believe the media?
3. Should the media show violence? Why or why not?
4. Would you like to work for the media?
5. Where do you usually get the news from? Why do you choose that medium?
6. What applications do you use to read news?
7. Do you think that news channels control how people think and view the world?

8. Do you regularly read any magazines? Newspapers? What kinds of topics do they cover?

9. What is the most important medium for people in your country? What about people your age?

10. What can be done to make the media better quality?

## **XVII. READ THE TEXT 'MEDIA AND THE INTERNET'**

In the mid-1990s some observers saw the internet as a liberating cyberspace that would promote a sense of community among its users. For example, in 1997, one computer scientist at the Massachusetts Institute of Technology wrote of the possibility of computer aided peace. In both cases, a kind of magical thinking about the benign powers of technology overwhelmed more balanced perspectives about the consequences of a dramatic technological innovation.

As we will see later in this section, early utopian visions of the internet and its potential for doing good have given way to increasingly dystopian views of the internet and its effects. This pessimism includes doubts about mass communications as a potential vehicle of mutual understanding across national and cultural borders. It is not surprising that disillusion about the peace promoting powers of the cyber sphere appeared after the destruction of the World Trade Towers by terrorists in September of 2001. The dramatic appearance of an apparently implacable hostility between Christian and Muslim worlds portended a clash of civilizations against which mass media alone could not possibly prevail. George Packer wrote in 2002 that the utopian community promised by the boosters of globalization had failed to appear. That, as he put it, togetherness has not

created the human bonds that were promised. In some ways, global satellite TV and internet access have actually made the world a less understanding, a less tolerant place. What the media provide, he says, is superficial familiarity, images without context, indignation without remedy. The problem isn't just the content of the media, but the fact that while images become international, people's lives remain parochial in the Arab world and everywhere else including here. In Packer's view, mass media contact between politically or culturally estranged populations appeared to be doing more harm than good.

The American journalist Thomas Friedman, who has written extensively on globalization, expressed a similar viewpoint on the limited value of media contact in 2002. Friedman argued that technological connectivity could accomplish nothing of value in the absence of social, political, and cultural connections that created some real understanding across these boundaries. And he too detected a kind of magical thinking about technological innovations. Because, he says, the internet has an aura of technology surrounding it, the uneducated believe information from it even more. They don't realize that the internet at its ugliest is just an open sewer, an electronic conduit of untreated, unfiltered information.

What America exports to poor countries through the ubiquitous media-pictures of glittering abundance and national selfabsorption-enrages, those whom it doesn't depress. In Sierra Leone, a teenage rebel in a disarmament camp tried to explain to me why he had joined one of the modern world's most brutal insurgencies: 'I see on television you have motorbikes, cars. I see some of your kids on TV, they have bikes for themselves, but we in Sierra Leone have nothing'. Unable to possess what he saw in images beamed from halfway around the world, the teenager picked up an automatic rifle and turned his anger on his countrymen. The fantasies of such

boy fighters were stoked with Rambo movies. To most of the world, America looks like a cross between a heavily armed action hero and a Lexus ad.

Looking back over the two decades that have passed since the world wide web went online in 1991, it is clear that what George Packer called the utopian community promised by the boosters of globalization was wishful thinking. There was no good reason to believe that the human condition in its entirety complete with racial hatreds and criminal ambitions would not be uploaded to the cybersphere. But we should also recognize that it is not just technology that inspires magical thinking.

#### **XVIII. DISCUSS IN GROUPS THE QUESTIONS:**

1. Has the Internet created a sense of world community?
2. Does the 'global village', created by the Internet, actually resemble a real one?
3. What examples of implacable hostility caused by the Internet can you think about?
4. As you see the Internet is difficult to regulate. But what are the ways it can be controlled? And how is it working?
5. In what way is the Internet making the world smaller by bringing people together?
6. What are the advantages and disadvantages of people getting the news from the internet?

## **XIX. READ THE TEXT 'PODCAST'**

'Podcast' is a portmanteau, a combination of 'iPod' and 'broadcast'. Some sources have suggested the backronym 'portable on demand' for POD to avoid the loose reference to the iPod.

A podcast is an episodic series of digital audio files that a user can download to a personal device for easy listening. Streaming applications and podcasting services provide a convenient and integrated way to manage a personal consumption queue across many podcast sources and playback devices.

A podcast series usually features one or more recurring hosts engaged in a discussion about a particular topic or current event. Discussion and content within a podcast can range from carefully scripted to completely improvised. Podcasts combine elaborate and artistic sound production with thematic concerns ranging from scientific research to slice-of-life journalism. Many podcast series provide an associated website with links and show notes, guest biographies, transcripts, additional resources, commentary, and even a community forum dedicated to discussing the show's content.

The cost to the consumer is low, with many podcasts free to download. Some are sponsored by corporations with the inclusion of commercial advertisements. In other cases, a podcast could be a business venture supported by some combination of a paid subscription model, advertising or product delivered after sale. Because podcast content is often free, podcasting is often classified as a disruptive medium (creates a new market), adverse to the maintenance of traditional revenue models (a framework for generating financial income).



An enhanced podcast (a slidecast) is a type of podcast that combines audio with a slide show presentation. It is similar to a video podcast in that it combines dynamically-generated imagery with audio synchronization, but it is different in that it uses presentation software to create the imagery and the sequence of display separately from the time of the original audio podcast recording.

A fiction podcast (also referred to as a 'scripted podcast' or 'narrative podcast') is similar to a radio drama, but in podcast form. They deliver a fictional story, usually told over multiple episodes and seasons, using multiple voice actors, dialogue, sound effects, and music to enrich the story.

A podcast novel (also known as a 'serialized audiobook' or 'podcast audiobook') is a literary form that combines the concepts of a podcast and an audiobook. Like a traditional novel, a podcast novel is a work of literary fiction; however, it is recorded into episodes that are delivered online over a period of time.

A video podcast or vodcast is a podcast that contains video content. Web television series are often distributed as video podcasts.

**XX. ANSWER THE FOLLOWING QUESTIONS.**

1. What's a podcast?
2. Do you listen to podcasts?
3. Do you have any favorite podcast show?
4. Do you prefer podcasts over radio shows?
5. Do you think that radio shows are slowly dying?
6. What are your favorite podcast applications?

## XXI. TRANSLATE THE TEXT FROM RUSSIAN INTO ENGLISH.

### СМИ

СМИ – это социальные институты, занятые сбором, обработкой, анализом и распространением информации в массовом масштабе. С точки зрения политологии, средства массовой информации – это еще и способ политической пропаганды, агитации и политической манипуляции.

Первые СМИ появились еще в древности, когда глашатай выходил на центральную площадь оглашать новый королевский указ и сообщать о последних событиях королевства. С развитием современных технологий развились и средства массовой информации. У классической прессы (газет, журналов и другой периодики) появились конкуренты: радио, телевидение, а затем и интернет.

К видам средств массовой информации относятся: пресса (газеты, журналы); книжные издательства; информационные агентства; радиовещание; телевидение; кино-, видео-, звукозапись; интернет. С точки зрения некоторых исследователей, развитие отдельных социальных сетей (ВКонтакте, Facebook, Одноклассники, Twitter) позволяет добавить их как еще один отдельный вид СМИ.

Суть средств массовой информации заключается в том, что их информация предназначена не для одного человека, а для всего общества.

Принято различать следующие функции средств массовой информации.

1. Информационная функция – сбор и передача населению каких-либо сведений, касающихся любой из сфер общественной жизни (экономической, социальной, политической, духовной).

2. Функция формирования общественного мнения к различным явлениям из любой сферы общества.

3. Образовательная функция – донесение знаний, расширение познавательных способностей человека.

4. Управленческая функция – средство мобилизации масс для решения конкретных социальных, экономических, политических задач.

5. Функция политического маркетинга - представляет из себя «продажу» политического товара (политических идей, политических программ кандидатов на выборах и т.д.

Долгое время сказанное по радио или увиденное по телевидению воспринималось как истина, не требующая доказательств. Политики пользовались этим в пропаганде и политической агитации, а бизнесмены – в рекламе своего продукта.

В эпоху развития научных технологий (особенно интернета), когда люди имеют возможность всесторонне изучать информацию, получать ее из разных источников с разными точками зрения, такое влияние пропаганды, агитации и рекламы должно бы снизиться, но это не так. Многие люди не хотят искать информацию, другие не знают, что существуют альтернативные точки зрения, а некоторые осознанно идут на поводу рекламы или пропаганды. Пропагандистский уклон имеют и российские, и западные СМИ, но и те, и другие редко скатываются в откровенную ложь.

Развитие отношений общества, СМИ и власти продолжается, и, к чему оно приведет, неизвестно. Пока можно только согласиться с Оноре де Бальзаком, что средства массовой информации – это «четвертая власть» государства после законодательной, исполнительной и судебной.

## **XXII. SPEAK ON THE TOPIC 'MASS MEDIA'.**

## SPORT



### I. Warm-Up

1. Do you go in for sports? If not, how do you get exercise?
2. Which sports do you enjoy watching on TV? How much time do you spend watching them?

3. Have you watched any sports live at a sports ground or stadium? How was the experience? Was it better than watching on TV?

4. Are there any sports you can't stand to see on TV? What are they and why don't you like them?

5. Which is the most dangerous sport? What kind of injuries occur when people play it?

6. Your country is best at which sports? Why is it strong at these?

7. What sports did you play as a child? What was your proudest moment?

8. Is sport an important part of education? What does it teach people?

9. Who is your all-time favourite sportsperson?

10. Do you like to wear clothes with a team's emblem or player's name?

11. What do you think about sports fans that paint their faces or wear costumes?

12. If the Olympics could only be one event, what should that event be?

13. People compete in sports, games and many other areas of life. What is good and bad about competition?

14. Is there too much money in sport? Are athletes paid too much or too little?

15. What are extreme sports? Have you tried any of these?

16. How are sports and esports different?

## **II. READ THE TEXT 'ANCIENT OLYMPIC GAMES'**

Ancient Greece can truly be considered the birthplace of competitive sports as we know them. The origin of such sports goes back several thousand years. Long before the first Olympic Games were staged at Olympia in 776 BC, the Greek people had developed a taste for sports that elevated athletic games to a prominent place in

their ceremonial life and the education of the young. Sporting contests of those early times are glorified in Homer's 'Iliad'. In general, the Greek literature of antiquity suggests that sports enjoyed a popularity very much like that in our own day and that then as now champion athletes were taken to the hearts of the people more enthusiastically than philosophers or statesmen.

Sports competitions among the Greeks began with a religious orientation, as is still the case among many primitive peoples today. Contests of physical strength and skill were believed to invigorate and renew the youth of the participants, to activate the powers of gods and, by inspiration, to restore to the dead some of their lost powers. Funeral ceremonies were therefore featured by athletic games (a practice that persisted to Roman times). The Greeks soon developed rational foundations for their games, however. As philosophers and as warriors they came to cultivate physical exercise for its health-giving value and its preparation for combat.

Above all, sports had a special appeal for the Greek people because of their singular philosophy and life ideal. The corner stone of this philosophy was the love of perfection and of beauty – beauty of both mind and body. With an intense desire to approach the ideal of a well-rounded man they made gymnastics and athletics a central part of their system of education of children.

The urge to perfection also instilled in the Greeks an incandescent desire for victory in every endeavor to explain not only the Greeks' extraordinary interest in competitive sports but also the spirit with which they approached games. The goal was always victory – at any cost.

The Panhellenic games, bringing together athletes and spectators from the various independent cities of ancient Greece, were staged at the sites of the principal temples and particularly at Olympia. The games were held in honour of Zeus and

Hera and they were always opened and closed with religious ceremonies. Concerts, readings by poets and orations formed part of the celebration. For the Greeks who were not a single nation but a loose fraternity of rival cities united only by a common language and religious traditions, the games served as an instrument of pacification and friendly communication. Their advent was announced by sacred heralds carrying the message from city to city whereupon any hostilities would promptly be suspended and people from all over the Greek world would flock to the site of the games. Any person, free, slave or barbarian, could attend as a spectator – with the curious exception of married women.

The participating athletes went into intensive training for a month beforehand. Participation was not limited to adults, there were many special events for children. For the adult athletes there was a standard schedule of events: chariot and horseback races in a hippodrome and contests in the stadium that included footraces at various distances, boxing, wrestling and hurling the discus and the javelin. Hurling the discus and the javelin, due to their popularity, are still recognized as symbols of the ancient games.

The pancratium of the Greek Olympics was a combination of boxing and wrestling that contained brutal aspects of both exercises. Any kind of blow with the fists or the feet was permissible, and every part of the adversary's body was a legitimate target. The only maneuver that was barred was poking one's fingers into the eyes or orifices of the opponent's face. The combat ended only when one of the combatants was reduced to helpless surrender. Needless to say, since there were no weight restrictions, a lightweight had no chance to win in this sport.

The Olympic Games began in 776 BC and were held at four year intervals until AD 393. They were characterized by pure amateurism and immeasurable rewards of

honour. The winner of each event received a crown of olive leaves. His homecoming was triumphant. At Olympia a winner could have a statue of himself erected in the sacred grove where the temples stood. If he could afford the expense, he might also ask a poet to compose an ode in his honour.

The tradition and spirit of the Greek Olympic Games carried over to the beginning of the Roman era. As the glory of classical Greece faded, so did the brilliance of the games. In Rome they became mere circuses and were dropped after AD 393, not to be revived for nearly 1500 years. Renewal of the games came in 1896, when the first modern Olympic meet was held in Athens through the efforts of the French educator Baron Pierre de Coubertin. The modern Olympic Games have gone far beyond the ancient meets in the magnitude and diversity of their events, covering nearly the entire range of modern sports.

Fortunately, the 20-th century Olympics have also maintained thus far the original Greek ideal expressed in 1894 by Baron Pierre de Coubertin: 'Before all things it is necessary that we should preserve in sport those characteristics of nobility and chivalry that have distinguished it in the past, so it may continue to play the same part in the education of the people of today as it played so admirably in the days of ancient Greece'.

### **III. PROVIDE EQUIVALENTS FOR THE FOLLOWING:**

проводить Олимпийские игры  
всесторонне развитый человек  
сделать гимнастику и атлетику центральной частью системы воспитания  
детей  
стремление к совершенству



вселить желание побеждать в любом деле  
победа любой ценой  
Всегреческие игры  
собрать вместе спортсменов  
инструмент примирения и дружеского общения  
единая нация  
в играх участвовали не только взрослые  
специальные виды спорта для детей  
программа соревнований всегда оставалась неизменной  
гонки на колесницах  
соревнования по верховой езде  
ипподром  
соревнования, проводившиеся на стадионе  
бег на разные дистанции  
противник  
спортсмен легкого веса  
по размаху и разнообразию состязаний

#### **IV. ANSWER THE FOLLOWING QUESTIONS:**

1. When and where were the first Olympic Games staged?
2. What sports can be called competitive?
3. Why were the Greeks fond of athletic games?
4. Do you agree that nowadays champion athletes are taken to the hearts of the people more enthusiastically than philosophers or statesmen?
5. How did the first sports competitions begin in ancient Greece?

6. What place did sports occupy in the education of children in ancient Greece?
7. What was the purpose of the ancient Olympic Games?
8. What did the Panhellenic games consist in?
9. Who was allowed to attend the games?
10. What constituted the standard schedule of events?
11. What was the pancratium like?
12. What were the basic features of the Olympic games held in ancient Greece?
13. When and why were the ancient Olympic games dropped?
14. When did the modern Olympic meets begin?
15. What original features of the ancient Greek games have been maintained by the 20-th century Olympics?

#### **V. READ THE TEXT 'MODERN OLYMPIC GAMES'**

The remarkable fact about the Games of the first Olympiad held in Athens in 1896 was that the pattern set has required almost no change. Events, ceremonies, and the inclusion of women have been added and also the series of winter sports, otherwise, the skeleton framework elaborated for the First Games has stood the test of time.

The Greeks themselves were so enthusiastic that they demanded that Athens should be the permanent home of the Games, as Olympia had been of old.

This was understandable, for they had spent what for them was a huge sum of money, but Coubertin was adamant since internationalism was his major objective.

The participation was relatively small, but the Games were a success and they received world probation. There were 42 events in 10 categories of sports, although the performances of the winners would not even bring qualification for participation today.

One of the features of the Games was the inclusion of the marathon race, for which a special prize was donated by an enthusiastic Frenchman and friend of Coubertin, Breal, a member of the Institute de France. It also caused much discussion because many insisted that the distance was totally unreasonable.

The marathon race was won by a Greek, Spyros Louys and he entered the stadium to win among frenzied acclamation. He was carried on the shoulder of the younger princes to the king in the royal stand.

The Games of the II Olympiad in 1900 were held in Paris, to coincide with the stupendous International Exhibition, which attracted all the public attention and completely diverted interest from the Games. The Games were anything but properly conceived or carried out and extended over many weeks. Coubertin was disgusted with them. The III Olympiad was held in St. Louis, Missouri and the results were even more disappointing for apart from another international exhibition that also stole the show, the European amateur athletes who had to pay their own fare, found the venue too far and the journey too expensive.

Greece was in the meantime demanding that the Games be held in Athens again, and made a compromise suggestion that they be held every ten years in Athens in addition to the normal Olympiads. Games were therefore organized for Athens in 1906. The IOC however did not firmly recognize them as Olympiad and baptized them an 'UN - Olympiad'.

The London Games of the IV Olympiad in 1908 were the biggest success so far. Excellently organized, they received the enthusiastic support of the world press.

The Games of the V Olympiad were held in Stockholm in 1912. Some nationalistic susceptibility arose but Coubertin tackled the difficulties with diplomacy and finesse and matters were ironed out.

The Games of the VI Olympiad had been allotted to Berlin but because of World War I were not held. The Games of the VII Olympiad were held in Antwerp, but the Central European countries were not represented, not because they had been banned, but because the National Olympic Committees had not survived the ravages of the war, and it is these committees who are responsible for the representations that are ultimately sent to the Games.

In 1924, at the request of Coubertin, the Olympic Games were held in Paris. The entries for the Paris Games were a record numbering 3,092.

It should be noted that the I.O.C. makes the ultimate decision as to where the Games of the next Olympiad are to be held, and this is done a year or two before the previous Olympiad. It is never a question of allocating them to a country but to a city. Games were not for instance, allocated to Belgium, but to Antwerp. The I.O.C. takes into consideration many factors, and listens to the advice of the federations, but above all it wishes to see that there is a fair chronological allocation to the various continents, and that the various cultural aspects are included.

The IX Games were held in Amsterdam in 1928. The X Games were held in Los Angeles in 1932, where for the first time there was an important innovation, a significant one – the creation of an Olympic Village in which the contestants lived together. This was found to be most beneficial for the rapid promotion of a spirit of fraternity among the athletes. It was, in fact, a reversion to the ancient Olympic

Games, where all the competitors lived together in neighboring place for one month previous to the Games.

The XI Games were held in Berlin. The entries exceeded four thousand for the first time, and here the ceremony of relaying the Olympic Flame from ancient Olympia, which was such a success, was first instituted. Torch runners brought the flame all the way from Olympia. It should be noted, however that a flame had been lit at the Amsterdam Games in 1928, though not originating in Olympia.

The XII and XIII Olympiads were bereft of Games, which were cancelled owing to World War II. In 1948 the first post-war Games were held in London, for the second time, at the newly constructed Wembley stadium. In 1952 the host city for the XV Olympiad Games was Helsinki. In 1956 a new continent was chosen for the XVI Olympiad and the Games were held in Melbourne, Australia. In 1960 the Games were staged in Rome, while the 1964 Games were held for the first time in Asia. Tokyo did herself proud being the trail-blazer followed 24 years later by Seoul. Mexico City played host to the XIX Olympic Games at an altitude of about 2,500m above sea level. The rarefied air was responsible for some outstanding performances and mind-boggling records like Bob Beamon's long jump of 8.90 m, improved only 25 years later.

The 1972 Games in Munich were marked by a tragedy when a group of Palestinian terrorists attacked Israeli athletes killing some of them. The next three Olympiads staged in Montreal, Moscow, and Los Angeles respectively were marred by boycotts due to political reasons.

The XXV Olympics were held between July 25 and August 9, 1992. More than 14, 000 athletes gathered in Barcelona. The athletes represented a record, 172 nations, 11 more than had participated in any previous Olympics, and competed

for medals in 257 events. The 1992 Games will be remembered mostly for the appearance of the Dream Team-the US basketball team featuring for the first time the stars of the National Basketball Association. As expected, the team crushed all its opponents on the way to a gold medal. Other notable events at the games were the victory in the long jump of Carl Lewis, his third consecutive gold medal in the event; the successful defense in the heptathlon by Jackie Joyner-Kersey; and the domination in men's gymnastics of Vitaly Shcherbo of the Unified Team. Also notable was the appearance of South African athletes after missing 7 consecutive Olympiads.

The Unified Team, made up of athletes of 12 republics of the former Soviet Union, won the most gold medals, 45, and the most medals, 112.

The next Olympic Games were held in 1996 and 2000 in Atlanta and Sydney respectively.

In 1931 Coubertin stressed: 'The Olympic Games are not international championships, but festivals, festivals of passionate endeavor, to spur an ambition, festivals of every form of the youthful urge to do great deeds'. He in consequence attached the very highest importance to impressive if not reverent ceremony. The Olympic Flag was not raised at the Games till 1920, and that was also the first Games at which the Olympic oath was given, though nowadays it has been changed to a 'promise'.

At the opening of the Games the IOC appears as host, the president of the IOC conducts the head of state of the country in which the Games are being held to the seat of honour and presents him to the other members of the IOC who are present.

The national anthem of the host country is then played and all the participants march past, with the Greek athletes at the head and these of the host country in

the rear, with the athletes of the other countries in between in alphabetical order. Then they form up and face the Lodge of Honour. The President of the IOC asks the head of state to declare the Games open. As he does so, the Olympic Flag is raised, pigeons are released, guns boom and the Olympic Hymn, composed for the 1896 Games, is sung.

Then comes the great moment for which all have been tensely waiting. It has caught imagination. Its course has been followed for many days if not weeks, more especially in the host country but also by all the world. The last of the torch runners enters the stadium and runs right across it to light the flame that will bum till the end of the Games. The first torch runner has taken the Olympic Flame from the hands of the Priestess lit by the light of the sun in the Sacred Altis in distant Olympia, by means of a concave magnifying reflector. From Olympia it is carried by torch bearers, one for each kilometer, about 340 in all. In Athens it passes by the Panathenian Stadium and thence to the port of Piraeus, or to the aerodrome. If the Games are to be held in Europe the torch speeds its way to its destination completely by runners overland.

After the lighting of the Flame the 'Oath' or rather nowadays the 'Promise' is spoken. The parade of the athletes is then concluded and with it the opening ceremony terminates.

The closing ceremony is simpler and is performed by the President of the IOC. The Olympic Flag is lowered and there is a salute of five guns, presumably for the five continents and the five rings in the flag. Since Melbourne there has been no march past in the closing ceremony, the idea being that they are now all of one Olympic family without any nationalistic rivalries.

**VI. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS, WORD-COMBINATIONS AND SENTENCES:**

the pattern set for the Olympics  
the series of winter sports  
otherwise the skeleton framework elaborated for the first Games stood the test of time  
to be adamant  
internationalism was his major objective  
to be the permanent home of the Games  
to receive world probation  
the performance of the winners would not even bring qualification  
for participation today  
to divert interest from the Games  
the Games were anything but properly conceived or carried out  
to steal the show  
to baptize the 1906 Games as an "Un - Olympiad"  
some nationalistic susceptibility arose  
Coubertin tackled the difficulties with diplomacy and finesse  
to survive the ravages of the war  
the entries for the Paris Games were a record  
to relay the Olympic Flame from ancient Olympia to the Olympic Games  
to allocate the Games to a city  
the host city  
the rarefied air was responsible for some outstanding performances and mind-boggling records  
after missing seven consecutive Olympiads  
to catch imagination



## VII. ANSWER THE FOLLOWING QUESTIONS:

1. What innovations were introduced into the Modern Olympic Games held in 1896?
2. Why did the Greeks demand that Athens should be the permanent home of the Games?
3. What was the new feature of the 1896 Games?
4. Why were the II-nd and the III-rd Olympiads disappointing?
5. What bodies in participating countries are responsible for the representations that are ultimately sent to the Games?
6. Who makes the final decision as to where the Games of the next Olympiad are to be held? Is the decision taken long before the Games begin?
7. Are the Games allocated to a country or to a city?
8. What factors are taken into consideration by the IOC when choosing the venue for the Olympic Games? What Games saw the creation of the first Olympic Village?
9. When was the ceremony of relaying the Olympic Flame from Olympia introduced?
10. What importance did Coubertin attach to the Olympic Games?
11. When was the Olympic Flag raised and the Olympic Oath taken for the first time?
12. What are the opening and closing ceremonies like?
13. What was notable at the Olympic Games in Barcelona?
14. How many medals did the Unified Team win in Barcelona?
15. In what cities were the Games staged in 2021 and 2022?
16. In what cities will the Games be staged in 2024 and 2026?

## **VIII. SPEAK ABOUT ANCIENT AND MODERN OLYMPIC GAMES.**

### **IX. READ THE TEXT 'THE OLYMPICS: A VERY POLITICAL GAME' (BY JOE HAVELY, CNN)**

Ask any member of the International Olympic Committee worth their salt and they'll tell you that politics and sport do not mix.

Of course, a lot depends on what people class as politics.

As for the sensitive subject of human rights people, on the one hand, argue the issue is simply not a political one. Instead they say it is a difference of culture, dressed up as a political stick.

On the other hand, politicians argue that the rights issue comes down to one of morality.

For the International Olympic Committee (IOC) violation of human rights includes widespread torture, detention without trial, political repression, summary execution and other denials of basic human rights.

Some advocates of the Olympic movement believe the games may help improve the human rights situation and hasten political and social change. It is an argument that will probably continue long.

### **Principles and practice**

Under the Olympic charter, one of the objectives of the IOC is to oppose any political abuse of sport and athletes.

But through the history of the modern Olympic movement it is hard to find a Games that hasn't in some way or other been influenced by politics.

Even the original Olympics had their origins in the politics of the time, designed to bring together the competing and often warlike city-states of ancient Greece.

The modern Olympics too have been the stage for or been subject to wars, boycotts, protests, walkouts and terrorist attacks – all of which come under the broad banner of politics.

In 1920, Austria, Bulgaria, Germany, Hungary and Turkey were barred from competition because of their role in World War I. In the post – World War II Games of 1948, staged in London, Germany and Japan were both excluded.

Perhaps one of the most infamous examples of the politicization of the Games was in 1936, when Hitler's Nazi Germany played host to the 11- th Summer Olympiad.

### **Fanning the flame**

Seizing the opportunity to showcase the Third Reich, Hitler poured vast resources into Berlin's sporting facilities and set about putting on a spectacular that would make Germany the envy of the world.

Until then the Games had been modest affairs, short on the pomp and ceremony that has come to characterize the event today.

The Berlin Games were very different – the first to feature a lavish opening ceremony with parades designed to show off Hitler's newly resurgent Germany.

It was also the first to feature the torch relay from the ruins of Olympia in Greece to the host city – a tradition which, despite its dubious origins, has been performed at every subsequent Games.

Nonetheless Hitler's efforts to use the Games as a demonstration of the superiority of the 'Aryan' race were famously scuppered by black American athlete Jesse Owens who scored a string of golds in the 100-meter, 200-meter, long jump and the 4 by 100-meter relay.

Thirty six years later, when the Games returned to what by then was West Germany, there was another more violent demonstration of the use of the Games as a political platform.

### **Black September**

Few who were alive at the time can forget the stunned silence as the world watched events unfold on one day at the Munich 1972 Games.

Early in the morning of September 5, Palestinian gunmen claiming to be from the Black September guerrilla organization stormed into the Israeli quarters of Olympic village.

The gunmen demanded the release of 200 Arab prisoners from Israeli jails and safe passage or themselves and their hostages out of Germany.

By 11 p.m. on the same day, all 11 Israeli hostages, five of the gunmen and one German police officer were dead – all but two the result of a botched rescue attempt.

But most political use of the Olympic movement – and of sport in general - has tended to focus on boycotts or universally agreed bars on the participation of a specific nation.

South Africa, for example, was excluded from the Olympic movement from 1960 until the Barcelona Games of 1992 because of its apartheid laws.

In 1980, the Moscow Games were hit by a US-led Western boycott called in protest at the Soviet Union's invasion of Afghanistan a year earlier.

Four years later, in a tit-for-tat response characteristic of the Cold War, the Soviet Union then led a boycott of the Games held in Los Angeles, California.

### **High hopes**

But there have also been occasions when, instead of protest, the Games have been used to send a message of political hope for the future.

In the Sydney 2000 Games, for example, teams from North and South Korea marched as one at the opening ceremony – although they competed as separate nations.

In the same Games, a hurriedly agreed compromise allowed the newly emergent nation of East Timor to compete under the Olympic flag.

Politics and sport might be uncomfortable bedfellows, but on past experience at least it seems they are inseparable.

### **X. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS, WORD-COMBINATIONS AND SENTENCES:**

politics and sport do not mix

rights issue

violation of human rights

widespread torture

detention without trial

political repression

summary execution  
denial of basic human rights  
improve the human rights situation and hasten political and social change  
one of the objectives of the IOC is to oppose any political abuse of sport and athletes  
the stage for wars, boycotts, protests, walkouts and terrorist attacks  
to be barred from competition  
to play host (to)  
to showcase  
Hitler poured vast resources into Berlin's sporting facilities and set about putting on a spectacular that would make Germany the envy of the world.  
modest affairs, short on the pomp and ceremony  
The Berlin Games were the first to feature a lavish opening ceremony with parades designed to show off Hitler's newly resurgent Germany.  
torch relay  
to use the Games as a demonstration of the superiority of the 'Aryan' race  
to be scuppered  
to score a string of golds  
demonstration of the use of the Games as a political platform  
stunned silence  
gunmen  
release of prisoners from jails  
hostages  
a botched rescue attempt  
a universally agreed bar on the participation of a specific nation  
apartheid law(s)  
a tit-for-tat response

to send a message of political hope for the future

Politics and sport might be uncomfortable bedfellows, but on past experience at least it seems they are inseparable.

#### **XI. ANSWER THE FOLLOWING QUESTIONS**

1. What do people class as politics?
2. Is the issue of human rights political?
3. What does violation of human rights include?
4. What is the objective of IOC?
5. Is it true to say that 'it's hard to find a Games that hasn't in some way or other been influenced by politics'? Give examples.
6. Give examples of boycotts or bars on participation of a specific nation.
7. Are there examples of the Games used to send a message of political hope for the future?
8. What can you say about the bars on participation of Russian athletes?
9. Why does the author come to the conclusion that politics and sport seem to be inseparable?

#### **XII. READ THE TEXT 'INTERESTING OLYMPIC FACTS' AND SPEAK ABOUT CHARACTERISTIC FEATURES OF THE OLYMPIC GAMES.**

##### **The Official Olympic Flag**

Created by Pierre de Coubertin in 1914, the Olympic flag contains five interconnected rings on a white background. The five rings symbolize the five

significant continents and are interconnected to symbolize the friendship to be gained from these international competitions. The rings, from left to right, are blue, yellow, black, green, and red. The colors were chosen because at least one of them appeared on the flag of every country in the world. The Olympic flag was first flown during the 1920 Olympic Games.

### **The Olympic Motto**

In 1921, Pierre de Coubertin, founder of the modern Olympic Games, borrowed a Latin phrase from his friend, Father Henri Didon, for the Olympic motto: Citius, Altius, Fortius ('Swifter, Higher, Stronger').

### **The Olympic Oath**

Pierre de Coubertin wrote an oath for the athletes to recite at each Olympic Games. During the opening ceremonies, one athlete recites the oath on behalf of all the athletes. The Olympic oath was first taken during the 1920 Olympic Games by Belgian fencer Victor Boin. The Olympic Oath states, 'In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams'.

### **The Olympic Creed**

Pierre de Coubertin got the idea for this phrase from a speech given by Bishop Ethelbert Talbot at a service for Olympic champions during the 1908 Olympic Games. The Olympic Creed reads: 'The most important thing in the Olympic Games is not to



win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well'.

### **The Olympic Flame**

The Olympic flame is a practice continued from the ancient Olympic Games. In Olympia (Greece), a flame was ignited by the sun and then kept burning until the closing of the Olympic Games. The flame first appeared in the modern Olympics at the 1928 Olympic Games in Amsterdam. The flame itself represents a number of things, including purity and the endeavor for perfection. In 1936, the chairman of the organizing committee for the 1936 Olympic Games, Carl Diem, suggested what is now the modern Olympic Torch relay. The Olympic flame is lit at the ancient site of Olympia by women wearing ancient-style robes and using a curved mirror and the sun. The Olympic Torch is then passed from runner to runner from the ancient site of Olympia to the Olympic stadium in the hosting city. The flame is then kept alight until the Games have concluded. The Olympic Torch relay represents a continuation from the ancient Olympic Games to the modern Olympics.

### **The Olympic Hymn**

The Olympic Hymn, played when the Olympic Flag is raised, was composed by Spyros Samaras and the words added by Kostis Palamas. The Olympic Hymn was first played at the 1896 Olympic Games in Athens but wasn't declared the official hymn by the IOC until 1957.

### **Real Gold Medals**

The last Olympic gold medals that were made entirely out of gold were awarded in 1912.

## **The Medals**

The Olympic medals are designed especially for each individual Olympic Games by the host city's organizing committee. Each medal must be at least three millimeters thick and 60 millimeters in diameter. Also, the gold and silver Olympic medals must be made out of 92.5 percent silver, with the gold medal covered in six grams of gold.

## **The First Opening Ceremonies**

The first opening ceremonies were held during the 1908 Olympic Games in London.

## **Opening Ceremony Procession Order**

During the opening ceremony of the Olympic Games, the procession of athletes is always led by the Greek team, followed by all the other teams in alphabetical order (in the language of the hosting country), except for the last team which is always the team of the hosting country.

## **A City, Not a Country**

When choosing locations for the Olympic Games, the IOC specifically gives the honor of holding the Games to a city rather than a country.

## **IOC Diplomats**

In order to make the IOC an independent organization, the members of the IOC are not considered diplomats from their countries to the IOC, but rather are diplomats from the IOC to their respective countries.

## **First Modern Champion**

James B. Connolly (United States), winner of the hop, step, and jump (the first final event in the 1896 Olympics), was the first Olympic champion of the modern Olympic Games.

## **The First Marathon**

In 490 BC, Pheidippides, a Greek soldier, ran from Marathon to Athens (about 25 miles) to inform the Athenians the outcome of the battle with invading Persians. The distance was filled with hills and other obstacles; thus Pheidippides arrived in Athens exhausted and with bleeding feet. After telling the townspeople of the Greeks' success in the battle, Pheidippides fell to the ground dead. In 1896, at the first modern Olympic Games, held a race of approximately the same length in commemoration of Pheidippides.

## **The Exact Length of a Marathon**

During the first several modern Olympics, the marathon was always an approximate distance. In 1908, the British royal family requested that the marathon start at the Windsor Castle so that the royal children could witness its start. The distance from the Windsor Castle to the Olympic Stadium was 42,195 meters (or 26 miles and 385 yards). In 1924, this distance became the standardized length of a marathon.

## **Women**

Women were first allowed to participate in 1900 at the second modern Olympic Games.

### **Winter Games Begun**

The winter Olympic Games were first held in 1924, beginning a tradition of holding them a few months earlier and in a different city than the summer Olympic Games. Beginning in 1994, the winter Olympic Games were held in completely different years (two years apart) than the summer Games.

### **Cancelled Games**

Because of World War I and World War II, there were no Olympic Games in 1916, 1940, or 1944.

### **Tennis Banned**

Tennis was played at the Olympics until 1924, then reinstated in 1988.

### **Walt Disney**

In 1960, the Winter Olympic Games were held in Squaw Valley, California (United States). In order to bedazzle and impress the spectators, Walt Disney was head of the committee that organized the opening day ceremonies. The 1960 Winter Games Opening Ceremony was filled with high school choirs and bands, releasing of thousands of balloons, fireworks, ice statues, releasing of 2,000 white doves, and national flags dropped by parachute.

### **Russia Not Present**

Though Russia had sent a few athletes to compete in the 1908 and 1912 Olympic Games, they did not compete again until the 1952 Games.

## **Motor Boating**

Motor boating was an official sport at the 1908 Olympics.

## **Polo, an Olympic Sport**

Polo was played at the Olympics in 1900, 1908, 1920, 1924, and 1936.

## **Gymnasium**

The word 'gymnasium' comes from the Greek root 'gymnos' meaning nude; the literal meaning of 'gymnasium' is 'school for naked exercise'. Athletes in the ancient Olympic Games would participate in the nude.

## **Stadium**

The first recorded ancient Olympic Games were held in 776 BC with only one event – the stade. The stade was a unit of measurement (about 600 feet) that also became the name of the footrace because it was the distance run. Since the track for the stade (race) was a stade (length), the location of the race became the stadium.

## **Counting Olympiads**

An Olympiad is a period of four successive years. The Olympic Games celebrate each Olympiad. For the modern Olympic Games, the first Olympiad celebration was in 1896. Every four years celebrates another Olympiad; thus, even the Games that were cancelled (1916, 1940, and 1944) count as Olympiads. The 2004 Olympic Games in Athens was called the Games of the XXVIII Olympiad.

## **Expansion**

During the twentieth century, the Olympic Games greatly increased in size, and events now run over two weeks, with many being staged simultaneously at a number of purpose-built venues. The first Winter Olympics were staged in 1924, and are now held in the second year of each Olympiad.

## **Host cities**

In order to allow a host city to adequately prepare for the events and the influx of participants and spectators, the International Olympic Committee allocates the venue for the Games up to 6 years before they are to be held. Even though the cost of hosting the Games is prohibitive, many cities vie for the honour of being selected as the site for the Games. The fact that several billion people now view the Games via a worldwide satellite television system is sufficient to ensure a host country receives immense exposure, and, provided all goes well, important international accolades.

## **Amateur v Professional**

The strict amateur status of competition at the modern Olympic Games adhered to by the International Olympic Committee until quite recent times, was not inherited from the ancient Games. By 450 BC, athletes competed for substantial prizes in money or kind at the Olympics. They were also given enough to enable them to train and compete on a full-time basis without requiring employment to survive.

**XIII. LIST OF MODERN OLYMPIC GAMES.**

<b>Year</b>	<b>Summer Olympic Games</b>	<b>Winter Olympic Games</b>
<b>1</b>	<b>2</b>	<b>3</b>
1896	Athens	–
1900	Paris	–
1904	St. Louis	–
1906	Athens ('Unofficial')	–
1908	London	–
1912	Stockholm	–
1916	Not held	–
1920	Antwerp	–
1924	Paris	Chamonix
1928	Amsterdam	St. Moritz
1932	Los Angeles	Lake Placid
1936	Berlin	Garmisch-Partenkirchen
1940	Not held	Not held
1944	Not held	Not held
1948	London	St. Moritz
1952	Helsinki	Oslo
1956	Melbourne	Cortina d'Ampezzo
1960	Rome	Squaw Valley
1964	Tokyo	Innsbruck
1968	Mexico City	Grenoble
1972	Munich	Sapporo

Окончание табл.

<b>1</b>	<b>2</b>	<b>3</b>
1976	Montreal	Innsbruck
1980	Moscow	Lake Placid
1984	Los Angeles	Saraievo
1988	Seoul	Calgary
1992	Barcelona	Albertville
1994	–	Lillehammer
1996	Atlanta	–
1998	–	Nagano
2000	Sydney	–
2002	–	Salt Lake City
2004	Athens	–
2006	–	Turin
2008	Beijing	–
2010	–	Vancouver
2012	London	–
2014	–	Sochi
2016	Rio de Janeiro	–
2018	–	Pyeongchang
2020	Tokyo	–
2022	–	Beijing
2024	Paris	–
2026	–	Milan and Cortina d'Ampezzo



#### **XIV. PROVIDE RUSSIAN EQUIVALENTS FOR TEAM AND INDIVIDUAL SPORTS:**

Aerobics, acrobatics, Alpine skiing, archery, arm wrestling, athletics, badminton, bandy, baseball, basketball, biathlon, biathlon relay, bicycling, biking, billiards, bobsledding, bobsleigh, boxing, canoeing, cricket, cross country, curling, cycling, darts, decathlon, discus throwing, diving (springboard, platform), doubles tennis, fencing, field hockey, figure skating, football, freestyle wrestling, footracing, golf, Greco-Roman wrestling, gymnastics (the balance beam, floor exercise, horizontal bar, parallel bar, rings, side horse, uneven bars, vault), hammer throw(ing), handball, heptathlon, high jump, (ice) hockey, horse racing, hurdling, javelin hurling, jogging, judo, karate, kung fu, long jump, luge, marathon, martial arts, mountaineering, Nordic skiing, (modern) pentathlon, ping pong, pole vault, racewalking, racing, rafting, relay, riding, rock climbing, roller skating, rowing, rugby, running, sailing, scuba diving, shooting, shot put (to heave the shot put), skateboarding, skeleton, skiing, ski jumping, slalom, sledding, snooker, snorkeling, snowboarding, soccer, softball, speed skating, squash, steeplechase, Sumo wrestling, surfing, swimming (backstroke, breaststroke, butterfly, freestyle, medley relay), synchronized swimming, table tennis, tae kwon do, tennis, tobogganing, track and field, triathlon, triple jump (hop, step, and jump), tug of war, volley ball, water polo, waterskiing, weightlifting (jerk, snatch), windsurfing, wrestling, yachting.

#### **XV. MAKE A PRESENTATION OF YOUR FAVORITE KIND OF SPORT. WHEN PLANNING YOUR PRESENTATION, YOU MIGHT LIKE TO CONSIDER THE FOLLOWING:**

1. **Introduction.** Interesting opening comments to attract the audience's attention.

2. **Basic information on the sport.** Is it an individual or team event? What equipment is needed? How and where is it played? What is the aim of the sport? Who controls its rules?

3. **The sport's popularity.** Is the sport played by a lot of people and in many countries? Where can the sport be watched? Who watches it? Who/What are some famous players/teams/events? What kind or amount of support do they get from the fans?

4. **The pleasures of the sport.** What makes it enjoyable? What skills does it call upon? If possible, be personal.

5. **The dangers of the sport.** What sort of injuries (if any) may be risked? What abuses take place in relation to the sport?

6. **Closing comments.** Encourage interest in the sport.

Do not read from your script or it will sound unnatural.

**XVI. USE 'PLAY' WITH ANY COMPETITIVE GAME THAT YOU CAN PLAY, 'GO' WITH ACTIVITIES THAT CAN BE DONE ALONE, AND 'DO' WITH GROUPS OF RELATED ACTIVITIES. DECIDE BETWEEN 'DO', 'GO' OR 'PLAY'. SOMETIMES THE VERB NEEDS TO BE CONJUGATED OR PUT IN THE INFINITIVE OR GERUND FORM.**

- He used to \_\_\_\_\_ jogging every day when he was at university.
- I love \_\_\_\_\_ a good game of chess from time to time.
- She \_\_\_\_\_ gymnastics for over five years now.
- This summer we \_\_\_\_\_ windsurfing every day on our vacation.
- He's quite the athlete. He \_\_\_\_\_ basketball, baseball and hockey, too.
- My wife \_\_\_\_\_ horse riding twice a week.
- Why don't we \_\_\_\_\_ a set of tennis?

- Some people think that \_\_\_\_\_ aerobics four times a week is the best possible way of keeping fit.
- His idea of the perfect summer holiday is to rent a sailboat and \_\_\_\_\_ sailing between the islands of the Tuscan archipelago.
- He \_\_\_\_\_ athletics for his local track club.

**XVII. WE USE MANY VARIOUS TYPES OF EQUIPMENT AND CLOTHING TO PLAY DIFFERENT SPORTS. DECIDE WHETHER THE SPORT IS PLAYED WITH THE FOLLOWING TYPES OF EQUIPMENT AND CLOTHING. SOME OF THE WORDS ARE USED MORE THAN ONCE:**

ball, puck, racket, stick, piece, paddle, gloves, board, bat, cleats, pads (knee-pad, shoulder-pad, etc.), clubs, saddle, suit.

- American Football:
- European Football:
- Tennis:
- Chess:
- Swimming:
- Horse Racing:
- Ice Hockey:
- Boxing:
- Volleyball:
- Athletics:
- Baseball:
- Ping Pong:
- Racketball:
- Squash:
- Golf:

**XVIII. MAKE A PRESENTATION AND SPEAK ABOUT THE SUMMER OLYMPIC GAMES OF 2020 IN TOKYO.**

**XIX. MAKE A PRESENTATION AND SPEAK ABOUT THE WINTERER OLYMPIC GAMES OF 2022 IN BEIGING.**

**XX. TRANSLATE THE FOLLOWING TEXT FROM RUSSIAN INTO ENGLISH.**

### **Олимпийские игры Древней Греции**

Олимпийские игры Древней Греции представляли собой религиозный и спортивный праздник, проводившийся в Олимпии. Сведения о происхождении Игр утеряны, но сохранилось несколько мифов, описывающих это событие. Из истории к нам дошло множество строений и скульптур того периода. Если к ним внимательно присмотреться, то заметим, что все статуи того периода изображают людей с красивыми телами. В тот период истории был распространен культ красивых тел. «В здоровом теле здоровый дух» – так можно описать одну из идей и причин появления таких скульптур.

Занятия спортом и спортивные соревнования начались уже в древнем периоде. Победителей соревнований почитали, как героев-воинов. Первое документально подтверждённое чествование победителей относится к 776 году до н. э. На время проведения Игр объявлялось священное перемирие, хотя оно неоднократно нарушалось. Олимпийские игры существенно потеряли свою значимость после того, как христианство стало официальной религией. Игры стали рассматриваться как проявление язычества, и в 393 году н. э. они были запрещены императором Феодосием I.

Олимпийская идея и после запрета античных состязаний не исчезла совсем. Например, в Англии в течение XVII века неоднократно проводились олим-

пийские соревнования и состязания. Позже похожие соревнования организовывались во Франции и Греции. Это были небольшие мероприятия, носившие местный характер. Первыми настоящими предшественниками современных Олимпийских игр являются Олимпии, которые проводились регулярно в период 1859 – 1888 годов.

В 1766 г. в результате археологических раскопок в Олимпии были обнаружены спортивные и храмовые сооружения. В 1875 году археологические исследования и раскопки продолжились под немецким руководством. Желание возродить олимпийское мышление и культуру распространилось довольно быстро по всей Европе. Французский барон Пьер де Кубертен, осмысливая впоследствии вклад Франции, сказал: «Германия раскопала то, что осталось от древней Олимпии. Почему Франция не может восстановить старое величие?»

По мнению Кубертена, именно слабое физическое состояние французских солдат стало одной из причин поражения французов в Франко-прусской войне 1870 – 1871. Он стремился улучшить физическую культуру французов. Одновременно с этим он хотел преодолеть национальный эгоизм и установить мир и международное взаимопонимание. Молодежь мира должна была мериться силами в спортивных состязаниях, а не на полях битв. Возрождение Олимпийских игр казалось в его глазах лучшим решением для достижения мира и взаимопонимания.

На конгрессе, проведённом 16–23 июня 1894 года в Сорбонне (Парижский университет), Пьер де Кубертен представил свои идеи международной публике. Было принято решение о том, что первые Олимпийские игры современности должны состояться в 1896 году в Афинах, в Греции – родоначальнице Игр. Чтобы организовать проведение Игр, был основан Международный олимпийский комитет (МОК). Первым президентом Комитета стал грек Деметриус Викелас, генеральным секретарём стал барон Пьер де Кубертен.

Первые Игры современности прошли с большим успехом. Несмотря на то, что участие в Играх принял всего 241 атлет (14 стран), Игры стали крупнейшим спортивным событием со времён Древней Греции. В заплыве на 100 м приняли участие военные моряки греческой армии. Греческие официальные лица были так довольны, что выдвинули предложение о «вечном» проведении Олимпиады на их родине, в Греции. Но МОК ввёл ротацию между разными государствами, чтобы каждые 4 года Игры меняли место проведения.

После первого успеха олимпийское движение испытало и первый кризис. II Олимпийские игры 1900 года в Париже (Франция) и III Олимпийские игры 1904 года в Сент-Луисе (штат Миссури, США) были совмещены со Всемирными выставками. Спортивные соревнования тянулись месяцами и почти не пользовались интересом у зрителей. На Олимпиаде–1900 в Париже впервые участвовали женщины и команда Российской Империи. На Олимпиаде–1904 в Сент-Луисе участвовали почти исключительно американские спортсмены, так как из Европы добраться через океан в те годы было очень сложно по техническим причинам.

На внеочередных Олимпийских играх 1906 года в Афинах (Греция) вновь вышли на первое место спортивные соревнования и достижения. Хотя МОК первоначально признавал и поддерживал проведение этих «промежуточных Игр» (всего через два года после предыдущих), сейчас эти соревнования не признаются олимпийскими. Некоторые спортивные историки считают Игры 1906 спасением олимпийской идеи, так как они не дали Играм стать «бессмысленными и ненужными».

## **XXI. TRANSLATE THE FOLLOWING TEXT FROM RUSSIAN INTO ENGLISH.**

### **Современные Олимпийские игры**

Игры Олимпиад, известные как летние Олимпийские игры, проводятся один раз в четыре года. Счёт Олимпиадам ведётся с 1896 года, когда состоялись первые Олимпийские игры. Олимпиада получает свой номер и в тех случаях, когда Игры не проводятся (например, VI – в 1916, XII – в 1940, XIII – в 1944). С 1924 года стали проводить зимние Олимпийские игры, которые тоже получили свою нумерацию. В нумерации зимних Олимпийских игр пропущенные Игры не учитывают (за IV Играми 1936 года последовали V Игры 1948). Начиная с 1994 года сроки проведения зимних Олимпийских игр были сдвинуты на 2 года относительно летних.

Место проведения Олимпиады выбирает МОК, право их организации предоставляется городу, а не стране. Продолжительность Игр в среднем 16–18 дней. С учётом климатических особенностей разных стран, летние Игры могут быть проведены не только в летние месяцы. Так XXVII летние Олимпийские игры 2000 года в Сиднее (Австралия) по причине расположения Австралии в Южном Полушарии, где лето начинается в декабре, были проведены в сентябре, то есть осенью. XXXI летние Олимпийские игры 2016 года в Рио-де Жанейро проходили в Бразилии. Это были первые Олимпийские игры в Южной Америке.

Символ Олимпийских игр – пять скреплённых колец, символизирующих объединение пяти частей света в олимпийском движении. Цвета колец в верхнем ряду – голубой, чёрный и красный. В нижнем ряду – жёлтый и зелёный. Вопреки распространённой версии, каждое из колец не относится к какому-то конкретному континенту. Олимпийское движение имеет свои эмблему и флаг, утверждённые МОК по предложению Кубертена в 1913. Эмблема –

олимпийские кольца. Девиз – Citius, Altius, Fortius (лат. «быстрее, выше, сильнее»). Флаг – белое полотнище с олимпийскими кольцами, поднимается на всех Играх, начиная с VII Олимпийских игр 1920 года в Антверпене (Бельгия), где также впервые была дана олимпийская клятва. Парад национальных команд под флагами при открытии Игр проводится начиная с IV Олимпийских игр 1908 года в Лондоне (Великобритания). С Олимпиады-1936 в Берлине (Германия) проводится эстафета олимпийского огня. Олимпийские талисманы впервые появились на летних и зимних Играх 1968 года неофициально, а утверждаются с Олимпиады 1972 года.

## **XXII. TRANSLATE THE FOLLOWING TEXTS FROM RUSSIAN INTO ENGLISH.**

I. Игры в Олимпии существовали, видимо, уже во второй половине второго тысячелетия до н.э., но затем прекратились. Возобновление игр греческая традиция относит к IX в. до н. э. В это время Пелопоннес опустошали непрерывные войны, голод, болезни. Царь города Элиды Ифит обратился за советом в Дельфы, где в храме Аполлона жрица-пифия предсказывала волю богов. Она ответила, что для установления мира необходимо восстановить Олимпийские игры. Тогда правители трех городов Пелопоннеса заключили договор о проведении игр. Первые игры, засвидетельствованные древними историками, произошли в 776 г. до н. э. В VIII веке до н. э. в Олимпии стали выступать атлеты из всех городов Греции, а столетиями позже к ним присоединились представители греческих колоний.

II. Греческая атлетика, в отличие от современного спорта, вообще не знала понятия рекорда. Не сохранилось ни одного достоверного свидетельства о скорости древних бегунов на короткую дистанцию. Едва ли можно серьезно расценивать рассказ об атлете, которого зрители видели только на старте и



финише, а посередине не успевали заметить. Поэтическим преувеличением является и сообщение о бегуне, который, пробегая по дорожке, покрытой песком, не оставлял следов. Один из писателей приводит любопытную историю о пастухе Полинегоре, победителе игр в 632 г. до н. э. Этот юноша мог догонять и ловить зайцев. Если учесть, что заяц бежит со скоростью 14 м в секунду, то несложный расчет показывает феноменальный результат: Полинегор пробежал 100 м за 7,2 сек. Напомним, что мировой рекорд в беге на 100 м среди мужчин, установленный 16 августа 2009 года уроженцем Ямайки Усэйном Болтом, составляет 9,58 секунды.

**III.** В музеях разных стран хранится 16 бронзовых дисков найденных при раскопках. Самый легкий из них относится к VI в. до н. э. и весит 1,2 кг, самый тяжелый (III в. до н. э.) весит 5,7 кг. Предполагают, что взрослые атлеты бросали четырехкилограммовые диски. Мифический герой Протесилам бросал диск, весивший чуть ли не 8 кг за 45 м. Знаменитый Фаилл из Кротона показал результат 28,18 м (вес диска, вероятно, 4 кг). Другой атлет, Флегий, перебрасывал диск с одного берега Алфея (река в Греции, на западе Пелопоннеса) на другой, что составляет 50 метров.

**IV.** До наших дней сохранилась глыба весом 143,5 кг, которую, судя по надписи на ней, поднял одной рукой над головой атлет Бибон. Невероятной силой обладал другой атлет – Евпаст. Он якобы оторвал от земли громадный блок, весивший 480 кг.

**V.** Состязания в прыжках, метании диска и копья шли под звуки музыки. Атлеты, занявшие первые три места в четырех состязаниях, получали право выступить в борьбе. Жребий разбивал борцов на пары, а само соревнование шло по олимпийской системе: побежденный выбывал из дальнейшей борьбы. Правила пятиборья давали преимущество разносторонне развитым атлетам, которые в каждом виде спорта показывали хорошие результаты. Для победы в

пятиборье достаточно было выиграть три состязания. Бывало, что один атлет побеждал в беге и прыжках, другой – в метании диска и копья, а третий – в борьбе. В этой ситуации первое место определяло дополнительное состязание по борьбе между первыми победителями. Более сложный путь избирали в случае, если в каждом состязании оказывался свой победитель. Тогда подсчитывали число вторых и третьих мест у каждого атлета, что несколько напоминает современную систему баллов.

**VI.** Бессмертной славой покрыл себя афинский юноша Фидиппид. В 490 г. до н. э. он пробежал от Марафона до Афин, чтобы сообщить о победе греков над персами и упал замертво на городской площади. В память о его подвиге в программу первых Олимпийских игр нашего времени в 1896 г. включили марафонский бег.

**VII.** За всю историю древних Олимпийских игр только одна женщина нарушила запрет и появилась в Олимпии во время соревнований. Её звали Ференика. Она была дочерью знаменитого кулачного бойца и руководила тренировками своего сына. Когда юноша отправился в Олимпию, Ференика, переодевшись в костюм учителя гимнастики, последовала за сыном. Её сын одержал победу в кулачном бою, и обрадованная мать, забыв об осторожности, бросилась ему на шею. Все поняли, что перед ними переодетая женщина. Ференике грозила смертная казнь, и только просьбы зрителей спасли её. Судьи помиловали женщину, но тут же постановили, что впредь тренеры, сопровождающие атлетов, должны во время игр сидеть обнаженными за особой оградой.

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