

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Рубцовский индустриальный институт**

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**УПРАВЛЕНИЕ УЧЕБНОЙ ДЕЯТЕЛЬНОСТЬЮ СТУДЕНТОВ**

**АНГЛИЙСКИЙ ЯЗЫК**

**Учебное пособие в двух частях**

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Настоящее пособие предназначено для студентов I и II курсов, а также всех тех, кто углубленно изучает английский язык в техническом вузе.

Пособие обеспечивает практическое овладение английским языком как средством общения, носит ярко выраженный коммуникативный характер по проблемам международных отношений и внутренней политики разных стран: стимулирует поиск новой информации и потребность ее обсуждения.

В результате работы по данному пособию студенты активно овладевают главными видами коммуникативной деятельности: говорения, чтения и понимания, аудирования, письма и перевода.

Пособие базируется на материалах СМИ. Цель данного пособия – научить студентов неязыковых вузов читать газетные статьи, уметь извлекать необходимую информацию и обсуждать ее в объеме материала учебника.

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## ПРЕДИСЛОВИЕ

Предлагаемое вашему вниманию учебное пособие предназначено для студентов I и II курсов технического вуза, а также всех тех, кто углубленно изучает английский язык.

Изучение иностранного языка предполагает изучение различных его подсистем, в том числе языка средств массовой информации и, в частности, периодики.

Цель пособия – научить студентов неязыковых вузов работать с материалами СМИ: читать газетные статьи, усвоить специфику языка прессы, овладеть базовым лексическим составом, уметь извлекать необходимую информацию, делать краткие сообщения на общественно-политические темы, а также о деятельности национальных и международных организаций в объеме материала учебника.

Пособие состоит из двух частей, каждая из которых содержит несколько тем.

Изучение темы начинается с лексического минимума (слова и словосочетания, перевод и примеры использования данных слов и словосочетаний). Затем следуют упражнения, направленные на автоматизацию использования приведенных лексических единиц, а также упражнения, способствующие развитию полилога, обучающие диалогической речи.

Кроме того, каждая тема включает упражнения, рассчитанные на работу в парах, что дает возможность более эффективного использования аудиторного времени и обучения диалогической речи. Ряд упражнений направлен на развитие навыков монологической речи.

Большое внимание авторы пособия уделяли развитию умения читать газетные тексты с целью извлечения необходимой информации.

Содержание отобранных текстов способствует развитию творческой активности студентов, умению оценивать события, касающиеся актуальных проблем современности.

В пособии есть разделы и задания, которые могут успешно применяться при обучении студентов с различным уровнем знания.

Учебное пособие рассчитано на 140 аудиторных часов, из которых около трети следует отводить на самостоятельную работу студентов.

Занятия с данным пособием авторы рекомендуют начинать с первого семестра параллельно с занятиями по учебным пособиям, применяемым в вузе.

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## BOOK I

### WHAT NEWSPAPERS PUBLISH

#### Part ONE

##### Word and Phrase List

Listen, read and remember:

- |  |  |
|--|--|
| 1. article (on)                          | статья (о, об)                                     |
| an economic article                      | экономическая статья                               |
| an informative article                   | содержательная статья                              |
| a political article                      | политическая статья                                |
| a leading article                        | передовая статья                                   |
| 2. affairs                               | события, дела                                      |
| event                                    | событие  |
| the events at home and abroad            | события в стране<br>и за рубежом                   |
| the latest events                        | последние события                                  |
| the current events                       | текущие события                                    |
| to give attention to some events         | уделять внимание<br>какому-либо<br>событию         |
| home affairs, national affairs           | события в стране                                   |
| foreign affairs, international affairs   | события за рубежом                                 |
| affairs of state                         | государственные дела                               |
| Ministry of Home (Foreign) Affairs       | Министерство внутренних<br>(иностраных) дел        |
| 3. report (on)                           | сообщение (о, об)                                  |
| to report (on)                           | сообщать (о, об)                                   |
| The article reports on national affairs. |  |
| 4. newspaper, paper                      | газета   |
| national paper                           | циркулирующая<br>по стране газета                  |
| local paper                              | местная газета                                     |
| weekly paper                             | еженедельная газета                                |
| 5. magazine                              | журнал   |
| journal (syn.)                           | журнал   |
| 6. periodical                            | периодическое издание,<br>журнал                   |
| monthly periodical                       | ежемесячный журнал                                 |
| 7. to publish                            | публиковать  |
| 8. issue                                 | 1) спорный вопрос,<br>предмет<br>обсуждения        |
| to issue                                 | 2) издание, экземпляр<br>(газеты, журнала и т. д.) |
| to come out (syn.)                       | выходить (о газете)                                |
| 9. to produce and distribute newspapers  | выпускать<br>и распространять газеты               |

10. subscription  
to subscribe (to)

подписка  
подписаться (на что-либо)

### Grammar Review

1. В английском языке есть ряд существительных, которые употребляются только в единственном числе:

news (новости)	}	is
information (информация, сведения)		
advertising* (рекламирование, реклама)		
money (деньги)		
politics (политика)		
advice (совет, советы)		
knowledge (знание)		
progress (успех, успехи)		

Note: Хотя advertising (рекламирование, реклама) – неисчисляемое существительное, advertisement (объявление, реклама) – исчисляемое существительное. Если вы хотите сказать об одном каком-то объявлении (либо нескольких) – используется слово advertisement:

There are too many advertisements during Television shows.

2. Перед названиями английских и американских газет и журналов часто ставится определенный артикль: **the** Morning Star, **the** Daily Worker, **The** Times. Перед названиями русских газет определенный артикль может опускаться: *Izvestia*.

3. Существительное **media** (средства) (*мн.* от существительного **medium**) согласуется с глаголом во множественном числе: The Polish **media stress** ... .

### EXERCISES:

I. Read and translate the following sentences:

1. *Moscow News* is a weekly paper (a weekly). I want to subscribe to it.
2. *Komsomolskaya Pravda* in its issue of July 15 writes about the International Film Festival in Moscow. A lot of famous actors and actresses took part in it.
3. This paper is issued (comes out) three times a week.
4. Russian press carries objective information on what is happening in the world.
5. *New Times* is printed (печатается) in many foreign languages.
6. *Izvestia* has a circulation (тираж) of ... copies.
7. I have subscribed to some papers and magazines.
8. The article reports on new films.
9. The article reports that the Prime Minister of Great Britain is going to pay a visit (нанести визит) to our country.
10. There are some interesting items (сообщения) on international events in today's *Pravda*.
11. What events does this article give attention to?
12. It gives full attention to the best works of Russian authors and poets.

II. Give definitions:

What do we call | a paper that comes out daily?

- a magazine that is issued once a month?
- a paper that circulates in one town and its district?
- a paper that circulates all over the country?
- a magazine that is published at regular intervals?

III. Make up a dialogue. Substitute the words in bold type:

#### AT THE POST OFFICE

A: May I subscribe to *Mestnoye Vremya* (1)?

B: Oh, yes, you are welcome.

A: It is a weekly (2), isn't it?

B: That's right (3).

(1)

(2)

(3)

Moscow News

a daily

You are right

New Times

a monthly

No, it isn't, it's a ...

Izvestia

a quarterly

Ekonomicheskaya

Gazeta

IV. Make the necessary substitutions and reproduce the dialogues:

1. A: Have you read the editorial in today's "Morning Star"?

B: Not yet. I have only looked through *the front page*.

(B: the press coverage of the Prime Minister's visit; some advertisements; an article on a horrible murder)

2. A: To tell the truth, I'm not interested *in details*.

B: If I were you, I would.

(A: their objectives; home affairs; their ethical standards; the latest event)

3. A: Please subscribe to *the monthly periodical* you like.

B: I'm afraid I am late.

(A: any local paper, youth magazine, weekly paper)

V. Read the text and answer the questions given after it:

#### NEWSPAPERS

It is almost impossible to imagine our life without newspapers. Millions of copies of them appear every day. There are few homes to which at least one newspaper is not delivered every morning. Many people subscribe to two or even more newspapers, other buy morning or evening papers at the newsstands.

There are national daily newspapers, such as *Izvestiya*, *Segodnya*, *Komsomolskaya Pravda*, *Trud*, *Ekonomicheskaya Gazeta*, *Sovetskaya Rossiya*. There are also national weekly papers, for example, *Argumenty i Fakty*, *Literaturnaya Gazeta*, *Nedelya*. Most national papers express a



political opinion and people choose the newspaper they read according to their own political beliefs.

There are local papers in all parts of Russia. In Moscow the most popular local newspapers are *Moskovsky Komsomolets* and *Vechernaya Moskva*. There are also many free local newspapers which are delivered to people's homes whether they ask for them or not. They usually contain a lot of advertisements.

One can find newspapers for children and teenagers, for sports fans and for people from all walks of life.

I'd like to tell you about newspapers my family and I subscribe to. I like *Moscow News* very much. This is a weekly newspaper of Novosti Press Agency. It was first published on the 5<sup>th</sup> of October, 1930.

The newspaper contains current news, detailed articles about home and international events, review of new books, plays, TV shows, letters of readers to the editor. I like to read articles on social issues and the pages devoted to literature and the arts. I like fiction and it's a pity that the newspaper doesn't run novels and stories by progressive English and American writers as it used to. I wish the newspaper published jokes, short stories and items about traditions, places of interest, and famous people of English-speaking countries. It would be very useful for those who study English.

I think *Moscow News* helps me in studying English. When I read this newspapers, I learn a lot of new words and expressions.

My parents subscribe to *Moskovsky Komsomolets*. It's a four-page newspaper, but on Saturdays there are eight pages in it. My parents don't read all the articles in *Moskovsky Komsomolets* from the first to the last page. They only choose the material they are interested in. For example, they like to read the articles by Aronov and Minkin. They laugh their heads off looking at the caricatures and pictures drawn by Merinov. And they only look through the rest of the articles. As for me, I don't consider *Moskovsky Komsomolets* a serious newspaper though I sometimes look through it.

#### Notes:

to imagine	представлять себе
to deliver	доставлять
newsstand	газетный киоск
to express	выражать
opinion	мнение, взгляд
according	согласно, в соответствии
political beliefs	политические убеждения
free	бесплатный
to contain	содержать
advertisement	реклама, рекламное объявление
people from all walks of life	представители всех слоев общества (всех профессий)
detailed	подробный
review	рецензия на
editor	редактор
social issues	общественные проблемы
to devote	посвящать
fiction	беллетристика, художественная литература
to run	печатать в газете или журнале
as it used to	как раньше
expression	выражение, фраза
item	небольшая заметка в газете, (сообщение)
to laugh one's head off	смеяться от души

to draw (drew, drawn)  
to look through  
to consider

рисовать  
просматривать  
считать, рассматривать

#### Questions:

1. Do you read newspapers every day?
2. How many papers does your family subscribe to?
3. What news do these newspapers specialize in?
4. What national daily (weekly) papers do you know?
5. Do you read any local newspapers?
6. Do you prefer to read articles on political, cultural or social issues?
7. Do you follow sports news in newspapers?
8. Some newspapers run gossip columns (колонки сплетен). Do you read them?
9. Most newspapers print letters from readers with problems. Along with the letters are answers written by psychologists, doctors, educators, etc. Do you read such letters and answers?
10. Do you read any newspapers in English?
11. What do you think of *Moskovsky Komsomolets*?
12. Do you read any magazines?

VI. Make up your own dialogues using words and word combinations of Part I.

### Part TWO

#### Word and Phrase List

Listen, read and remember:

- |   |  |
|---|--|
| 1. situation                              | положение  |
| the international situation               | международное положение  |
| 2. news                                   | 1) новость, новости, известие, весть, сообщение                                    |
| What's the news?                          | Что нового?  |
| Here is an interesting piece of news.     | Вот интересная новость.  |
| That's news to me.                        | Это для меня новость,<br>первый раз это слышу.                                     |
|   | 2) сообщение (печати, радио)   |
| latest news                               | последние известия   |
| current news                              | текущие события  |
| international news, foreign news          | сообщения из-за границы  |
| home news                                 | сообщения о событиях<br>внутри страны<br>"по родной стране"<br>(газетная рубрика); |
| local news                                | местные новости  |
| 3. to cover the news                      | освещать новости   |
| to present news                           | подавать новости   |
| 4. information                            | информация, сведения   |
| to get (to review, to obtain) information | получать информацию, сведения  |
| 5. to inform                              | сообщать, извещать, информировать  |
| to inform the readers of ...              | информировать читателей о ...  |
| 6. interview                              | интервью   |
| to interview smb.                         | брать интервью у кого-либо   |

7. to state statement	заявлять заявление
8. to discuss discussion a subject of discussion	обсуждать обсуждение предмет обсуждения
9. review the article reviews ...	обзор, обозрение статья делает обзор ...
10. advertisement to insert (to put) an advertisement (in the newspaper)	реклама, объявление поместить объявление (в газете)
advertising	рекламирование, реклама; публикация объявлений

### EXERCISES:

#### I. Read and translate the following sentences:

1. What is the latest news from the United States of America?
2. – What's the news? – No news.
3. The author of the article emphasizes (подчеркивает) that the international situation in the world is very tense.
4. – What information did you get from this issue? – I got a lot of useful information.
5. – What events does *Pravda* inform the readers of? – It informs the readers of the latest achievements in engineering.
6. The government and the Central Bank have a plan for restructuring the banking system.
7. – Have you had any contact with the new Russian government? – Yes, we met last Tuesday and discussed financial situation in the market.
8. – What did the head of the government state? – In his interview to MN's Valery Masterov at his residence he pointed out the positive steps in economic policy.
9. – What was the subject of discussion during this meeting? – The situation on the territory of Chechnya.
10. The article reviews novelties (новинки) in book market.
11. The newspapers and magazines are full of illustrated advertisements!
12. The petrol companies must spend hundreds of thousand of pounds on advertising.

#### II. Review some fresh newspapers:

1. ... (The paper) in its issue of ... (Date) published an editorial on (1) ... (Problem).
2. ... (The paper) in its issue of ... (Date) carries a statement on (1) ... (Subject).

(1)

some items on scientific developments; a note of Israel government; some information on the latest international affairs; a commentary on financial problems; an interview given by the Prime Minister of South Korea; some reports from the largest capitals of the world; some articles on different events at home and abroad.

#### III. Give a piece of advice to a foreign student:

Foreign student: I'm interested in *Russian foreign policy* (1).

What paper or magazine should I subscribe to?

Russian student: I'd advise you to subscribe to *Komsomolskaya Pravda* (2). It fully covers the problems you are interested in (3).

	(1)	(2)
Politics	youth problems	Zdorovye
Economics	engineering	Izvestia
Medicine	cultural life	Arguments and Facts
Literature	music	Sport
Cinema	photography	Art-phonar
Theatre	geography	
Art	education	

(3)

It gives full coverage to the questions you are interested in.

It widely covers the problems you have mentioned.

It gives full attention to the problems you are interested in.

It informs the readers of the developments in this field.

IV. Agree or disagree with the following statements. Use the conversational formulas given below:

You are right. That's right.

I'm afraid you are mistaken.

I think you are not (quite) right.

1. Sporting news is found only in sporting newspapers.
2. There is always a lot of international news in *New Times*.
3. Local papers publish only local news.
4. Advertisements are generally published on the back page.
5. In addition to the national dailies there are local newspapers printed in every town.
6. *Literaturnaya Gazeta* is edited by the Union of Soviet Writers.

V. Here are some bits of practical advice for you (if you want to interview smb.). Check whether you can understand everything without a dictionary.

#### WHAT TO DO BEFORE THE INTERVIEW

First of all, find out whom you are to see. If you have an assignment, find out what the story is about. Then be sure to think carefully about the subject of your interview.

#### IF YOU HAVE AN ASSIGNMENT

- Find out as much about the story as you can from the editor or other staff members, from recent issues of the newspaper, or from other sources.
- Is this an event which takes place annually? Find out what happened last year. The similarities will help in your reporting, and the changes, which have the most news-value, will be clearer by comparison.
- Is this event similar to other events which take place from time to time? Familiarise

- yourself with the way they have been handled in your newspaper.
- Is the subject unfamiliar to you? Read about it in your library, using books, magazines, encyclopaedias, dictionaries or other sources of information. (If you were assigned to cover a story about a Numismatic Convention, and you didn't know that "numismatic" meant "coin collecting", you would not only seem stupid to your news source, but you probably would also come away with a poor news story, or none at all.)

## WHAT TO DO DURING AN INTERVIEW (a piece of advice for a beginner)

### CONTACT THE PERSON WHO IS YOUR NEWS SOURCE

State that you are a reporter for the newspaper *Moscow News*, and ask when it would be most convenient to interview him regarding your assignment. Perhaps it will be at once. If so, go ahead. If not, make a definite appointment: then be sure you keep the appointment!

Carry with you a small pad of paper and several sharpened pencils, so that you can take notes on all the facts, dates, names of persons or places. Check the spelling of all names. Copy exactly any direct quotations which you think you might print. If you confine yourself to writing down important facts abbreviated form, your news source will not mind waiting while you do it. He is personally interested in having these facts correct.

In interviewing your news source, be pleasant and courteous. Remember that he is interested in correct and complete coverage of his news story. Don't worry if he doesn't follow your prepared questions exactly, ask other questions to be sure you understand fully, and to draw him out on what seems to you to be important points.

At the conclusion of the interview, check your notes with your source. Politeness is good public relations for your newspaper and yourself.

### QUESTION TECHNIQUES

A conversation often depends on questions to keep it going in the direction you want it to go.

The questioner in a conversation usually controls the conversation. Various techniques may be used to get different sorts of information from different people.

If you are to interview visitors from other countries it is advisable to begin the conversation with some information about the newspaper you represent:

I'm a reporter from the newspaper «...»; it is a daily (weekly) newspaper; it circulates throughout the whole country; the circulation of the newspaper is about ...; our newspaper addresses young people (a wide readership, a serious readership, etc.), those readers who are interested in political problems (scientific problems, problems of art, international problems, etc.).

British people are very often polite in the way they ask questions – if you want to appear more direct, you may appear to be very rude! Anyway, personal questions have to be expressed tactfully. Here are some useful opening expressions we use to lead up to questions:

I wonder if you could help me, I'd like to know ...

I wonder if you could tell me ...

Do you happen to know ...?

Something else I'd like to know is this ...

I'd like to talk to you about ...

I'd like to ask you some questions ...

I'd like to get some information ...

Do you have time to talk to me now?

Could you tell me something about ...?

You may often need to press people to tell you more than they have done in answer to a question. You may want further details or you may not be satisfied with the answer given. Here are

some techniques for getting the extra information you want:

Sorry, but could you explain that in a bit more detail, please?  
Could you tell me a bit more about it?  
I don't quite follow.  
Sorry to press you, but could you tell me ...  
Sorry, I don't quite understand why.  
Let me get that down / Let me write that down.  
Is that the correct spelling?  
How do you spell the last name?  
Is there anything else I should know about?

### Part THREE

#### Word and Phrase List

Listen, read and remember:

- |   |   |
|---|---|
| 1. to comment   | комментировать, делать критические замечания                              |
| comment (on)  | комментарий, толкование   |
| commentary (on)   | комментарий   |
| 2. communiqué   | коммюнике   |
| a joint communiqué  | совместное коммюнике  |
| 3. to declare   | заявлять  |
| declaration   | заявление   |
| 4. to deal (dealt, dealt) (with)                            | иметь дело<br>(с чем-л., кем-л.);<br>рассматривать,<br>обсуждать (что-л.) |
| The article deals with national problems.                   |   |
| 5. headline   | газетный заголовок  |
| to headline   | озаглавить, дать заголовок  |
| 6. key-note   | основная мысль  |
| 7. question, problem  | вопрос, проблема  |
| a key question  | основной вопрос   |
| a vital problem   | насушный вопрос   |
| 8. to concern   | касаться, заботиться, интересоваться                                      |
| the parties concerned                                       | заинтересованные стороны  |
| All the countries are concerned about economic cooperation. |   |
| 9. country  | страна  |
| a highly developed country                                  | высокоразвитая страна   |
| a developing country  | развивающаяся страна  |
| 10. nation  | народ, нация  |
| national  | национальный,<br>государственный,<br>народный                             |

#### EXERCISES:

I. Read and translate the following sentences:

1. Can you comment on some interesting publication, telecast or film?
2. No comment, please! Comment is needless.
3. Many people commented on his absence during the discussion of such a vital problem.
4. A joint communiqué on cooperation was signed between two parties concerned last Monday.
5. The head of the government will deal with this problem.
6. – What does this article deal with? – The article deals with signing a declaration on special relations with the European Union.
7. – What is the headline of the article you are reading so attentively? – It is headlined “Bosnian-EU Agreement Signed (EU-European Union)”. Many key questions are dealt in it.
8. Everybody was concerned at the news.
9. A joint adopted communiqué was discussed by the parties concerned with great interest.
10. – What highly developed countries do you know? – They are : The United States of America, Canada, France, Italy, Great Britain, Australia and others.
11. What are the problems of developing countries?
12. People of different nations are finding a common language in the struggle (борьба) for universal peace.
13. The problem of national anthem (гимн) is being discussed in our country with great interest.
14. The key-note of the article is to make people realize how important the problem is.
15. To know a country is to know national history, literature, culture and art.
16. France, Spain, Portugal and Greece are countries in Europe, Brazil is a large country in South America.

II. Read the text and try to understand it without using a dictionary:

#### HERE IS THE NEWS...

BBC Radio News at 9 o'clock:

“In Northern Ireland yesterday a soldier from the British Army died when a gunman (1) shot him...”

“A bomb exploded and injured (2) two people...”

“In the Watergate scandal in the USA a senior member of the Nixon administration resigned... (3)”

“Petrol will cost more from tomorrow...”

“The Minister of Agriculture flew to Luxemburg today for vital talks on Common Market food prices...”

“In Wiltshire in Southern England a family of five died in a fire.”

“Four schoolboys are lost in the mountains of Snowdonia in Wales. The weather there is very bad...”

“What a terrible day!” you will probably say. “All these dreadful things happening at the same time.”

But this is not one special day. Every day the news in Britain is like this. A plane crashes; there are serious disagreements between Britain and Iceland over fishing; a famous actor or writer dies; your favourite football team loses an important match. The news is nearly always gloomy (4).

But I must be fair (5). Sometimes the news is better: a rescue team in a helicopter found the boys on the Welsh mountain, they were not hurt; your football team wins a match; the weather will be fine next weekend. But this is very unusual.

Recently I was on holiday in the South of France. I stayed in a small town where there is modern industry as well as an old market centre. Everyone was happy. They went to work or to the market, and stopped and talked to people they met. A short distance from the town the farmers were working in the fields, slowly and carefully looking after their crops. It was wonderfully peaceful and friendly. I didn't buy an English newspaper and I couldn't listen to the BBC news.

“How good life is here,” I thought. “No one is worrying about what is happening in the rest of the world. We all live each day as it comes.”

If I must choose between the peaceful “out-of-touch” life of Southern France and the bustling (6), “informed” life of London, I would choose France. I completely agree with the old English proverb “No news is good news!”

Notes:

- |             |                                |
|-------------|--------------------------------|
| 1. gunman   | преступник, вооруженный бандит |
| 2. injure   | ранить                         |
| 3. resign   | уйти в отставку                |
| 4. gloomy   | мрачный, печальный             |
| 5. fair     | честный, справедливый          |
| 6. bustling | торопливый, суматошный         |

III. Here are some assignments for you:

- Look through the text and say which of the news is completely out-of-date and which of the news may be still vital.
- Imagine that you’ve met a friend of yours and he’s looking very gloomy. Try to find out what is wrong with him. Work in pairs discussing the latest news.
- Comment on the following: “The pessimist is the man who believes things couldn’t possibly be worse,” to which the optimist replies “Oh yes, they could.”
- Why do you think the author of the text “Here is the News” thought that the life in France was more peaceful and “out-of-touch” than the life in Great Britain? Was he right?

IV. Make up some sentences using words and word combinations of Part III.

## Part FOUR

### Word and Phrase List

Listen, read and remember:

- |   |  |
|---|--|
| 1. society                                | общество, объединение, организация         |
| literary society                          | литературное общество                      |
| medical society                           | медицинское общество                       |
| scientific society                        | научное общество                           |
| 2. administration                         | администрация, правительство, министерство |
| the head of the administration            | глава правительства                        |
| 3. party                                  | партия                                     |
| the Democratic Party of Russia            | демократическая партия России              |
| the Social Democratic Party               | социально-демократическая партия           |
| the socialist Party of the Working People | социалистическая партия трудящихся         |
| 4. state                                  | государство                                |
| statesman                                 | государственный деятель                    |
| 5. public                                 | общественность (n),                        |



world public	общественный ( <i>adj.</i> )
public holiday	мировая общественность
public figure	общенародный праздник
6. people	общественный деятель
peoples	люди
common people	народы
7. mankind	простые люди
8. to contribute (to)	человечество
contribution	вносить вклад;
	сотрудничать (в газете, журнале)
	вклад; сотрудничество
	(в газете,
	журнале и т. п.);
	статья для газеты
He contributed to a newspaper.	
9. to achieve	достигать
achievement	достижение
considerable achievements	значительные достижения
	(успехи)
the achievements of science	достижения науки
10. president	президент
the president of Russia	президент России

#### EXERCISES:

##### I. Read and translate the following sentences:

1. A distinguishing feature of the capitalist society is market relations.
2. Soviet society has gone a long way in its development.
3. The head of the administration stressed that the acceleration of society's development is impossible without a further development of all the aspects of social democracy.
4. The strategic course of our administration, leading parties and the entire Russian people is the acceleration of the country's socio-economic development.
5. The main factor in the implementation (выполнение) of this programme is the human factor.
6. There are some political parties in Great Britain: Conservative, Labour, Liberal and Communist.
7. Statesmen of many countries, scientists in different branches of economy came to a congress devoted to achievements in different branches of economy.
8. – What public holidays in our country and abroad do you know? – There are many public holidays in any country but my favourite public holiday is Christmas.
9. The newspapers in Great Britain belong to private owners except the *Morning Star* which is the only paper supported by its readers' contributions.
10. The successful launchings (запуски) of the space ships constitute (представлять собой) a tremendous contribution to world science.
11. – Do you contribute to *Moscow News*? – Yes, and my last article was devoted to the meeting of the president of Russia with the oligarchs.

##### II. Translate into English:

1. – Вы видели сегодняшние «Известия»?
  - Нет еще. Я ушел очень рано, и почтальон еще не приносил газет. Что есть интересного?
  - Насколько я знаю, вы интересуетесь событиями на Ближнем Востоке (in the Middle East), и в этой газете опубликована статья о событиях на Ближнем Востоке.

- Можно мне взять вашу газету? Мне хотелось бы просмотреть эту статью сейчас.
- Пожалуйста.

2. – Привет, Эрик! Чем занимаешься?

- Привет, Джон! По дороге домой я купил в киоске несколько газет и сейчас просматриваю (look through) одну из них.
- Какую?
- «*Аргументы и факты*». В этой газете иногда публикуют очень скандальные и сенсационные статьи.
- Ты любишь читать такого рода статьи?
- Вообще-то я предпочитаю читать о событиях в мире искусства, о последних достижениях человечества в области науки и техники, но для разнообразия (for a change) читаю такие статьи. А ты?
- Тоже. Хотя события в стране и за рубежом мне также интересны. Считаю, что должен знать, что происходит вокруг.
- Согласен.

III. Look through a fresh newspaper and answer the following questions:

1. What newspaper have you looked through?
2. Is it a morning or an evening paper?
3. What is the headline of the editorial?
4. What is it devoted to?
5. What material is published on the front page?
6. What international news does the issue carry?
7. What articles does page 2 (3, 4) contain?
8. What sporting news does the paper carry?

IV. Get ready to be interviewed by russian or foreign correspondent:

#### FIVE QUESTIONS – FIVE ANSWERS

1. What is your favourite paper? What do you like it for?
2. What problems is the world press discussing now?
3. What is the role of the world mass media in the struggle for peace?
4. How do the Russian mass media to your mind cover the news: objectively or not?
5. Can you comment on some interesting publication?
6. What problems does it touch upon?

V. Imagine that you have to give an interview. Think of the subject you would like to give an interview on.

VI. Read the text and compile lists itemizing: a) mass media mean; b) professions of people who generate them.

#### WHAT ARE THE MASS MEDIA?

A message can be communicated to a mass audience by many means: hardly an American lives through a day without feeling the impact of at least one of the mass media. The oldest media are those of the printed word and picture which carry their message through the sense of sight: the weekly and daily newspapers, magazines, books, pamphlets, direct mail circulars, and billboards. Radio is the mass communications medium aimed at the sense of sound, whereas television and motion pictures appeal both to the visual and auditory senses.

The reader turns to his newspaper for news and opinion, entertainment, and the advertising it publishes. In the weekly the focus is upon the reader's own community; in the daily the focus is upon the nation and the world as well. Magazines give him background information, entertainment, opinion, and the advertising; books offer longer range and more detailed examination of subjects, as well as entertainment; pamphlets, direct mail pieces, and billboards bring the views of commercial and civic organizations. Films may inform and persuade as well as entertain. Television and radio offer entertainment, news and opinion, and advertising messages and can bring direct coverage of public events into the listener's home.

There are important agencies of communication which are adjuncts of the mass media. These are (1) the press associations, which collect and distribute news and pictures to the newspapers, television and radio stations, and news magazines; (2) the syndicates, which offer background news and pictures, commentary, and entertainment features to newspapers, television and radio, and magazines; (3) the advertising agencies, which serve their business clients, on the one hand, and the mass media, on the other; (4) the advertising departments of companies and institutions, which serve in merchandising roles; and the public relations departments, which serve in information roles; (5) the public relations counseling firms and publicity organizations, which offer information in behalf of their clients, and (6) research individuals and groups, who help gauge the impact of the message and guide mass communicators to more effective paths.

Who are the communicators who work for and with these mass media? We think of the core as being the reporters, writers, editors, announcers, and commentators for newspapers, new magazines, television and radio, press associations, and syndicates. But there are many others: news photographers; book and publication editors and creative personnel in the graphic arts industry; advertising personnel of all types; public relations practitioners and information writers; business management personnel for the mass; radio-television script and continuity writers; film producers and writers; magazine writers and editors; trade and business paper publication writers and editors; industrial publication editors; technical writers in such fields as science, agriculture, and home economics; specialists in mass communications research; and teachers of journalism. Actors in television and motion pictures also are communicators in a special sense, adding emotional impact to the written script.

VII. Make up some sentences with the words and word combinations of Part IV.

## Part FIVE

### Word and Phrase List

Listen, read and remember:

1. industry	промышленность
industrial	промышленный
a branch of industry	отрасль промышленности
home industry	отечественная
industrial goods (products)	промышленность
industrial goods (products)	промышленные товары
2. agriculture	сельское хозяйство
agricultural	сельскохозяйственный
3. science	наука
scientist	ученый
scientific	научный
4. engineering	техника
5. economy	экономика, хозяйство
national economy	народное хозяйство

rural economy	сельское хозяйство
6. to cooperate (with)	1) сотрудничать (с) 2) способствовать, содействовать
to cooperate to the success of smth.	способствовать успеху чего-либо
cooperation	сотрудничество
in cooperation with	в сотрудничестве с
international (scientific, cultural) cooperation	международное (научное, культурное) сотрудничество
to work with close cooperation with smb	работать в тесном сотрудничестве с кем-либо
7. peace	мир
the cause of peace	дело мира
champions of peace	борцы за мир, сторонники мира
peaceful	мирный
peaceloving	миролюбивый
8. war	война
9. coexistence	сосуществование
peaceful coexistence	мирное сосуществование

#### EXERCISES:

##### I. Read and translate the following sentences:

1. Industry and agriculture are very important in the life of people.
2. We use industrial and agricultural products everywhere: at home, in our offices, on the way home, etc.
3. Some branches of industry are highly developed in our country.
4. Great Britain imports such agricultural products as grain, tea, sugar, fruit, meat, tobacco, etc. to other countries.
5. Highly developed countries carry on cooperation in the field of engineering, economy, science, culture, trade, sport.
6. International cooperation of different countries helps to develop national economy, industry, agriculture, to build industrial enterprises, power stations, to train national personnel.
7. Russian scientists in cooperation with scientists of other states try to find ways in fighting with such diseases as cancer, diabetes, AIDS, and different heart diseases.
8. The United Nations Organization's (UNO) goals are: to consolidate world peace, to strengthen world security, to develop cooperation among nations; to solve disputable problems through negotiations (переговоры); to spread goodwill and harmony among nations; to stand for full equality (равенство) of nations.
9. All progressive people of the world want peace, friendship, peaceful coexistence on our planet.
10. Meetings with the participation of foreign peace champions took place last Friday.

##### II. Give some information on progressive organizations:

Many *non-governmental* (1) organizations *take part* (2) in *peace activities* (3).

(1) | (2) | (3)

international	participate	peace movement
sport	play a leading role	peace actions
trade union		peace demonstrations
mass		peace marches
women		peace manifestations
youth		peace runs
		peace forums

### III. Use the following situations to start short talks:

1. You are a member of the Council of the Women's International Democratic Federation. You have just returned from the meeting of the Council and have been invited by the women of a textile factory to share your impressions and give some facts. They ask you a lot of questions. Give a talk using the following: The meeting took place in Prague. Women from 111 countries and belonging to 132 national organizations took part in the work of the conference. Women expressed their readiness to fight for peace, democracy and happy life for their children.

2. You are a Russian scientist. You have attended a regular session of the UNESCO. A correspondent of the magazine *Ogonyok* is interviewing you. He wants to cover the work of the session. Try to answer his questions. Use some formulas given below.

*Conversational formulas:* Can (could) I ask you a few questions? I'd like to know... Could you give me some facts proving... In my opinion... To my mind... Thank you.

### IV. Read and act the following dialogues:

#### NEWSPAPERS

##### 1

*Anna Petrova:* How many newspapers do you subscribe to?

*Clare Dawson:* I don't subscribe to any. I buy papers every morning on my way to college. And do you subscribe to any papers?

*Anna:* Yes. I subscribe to three: *Izvestia*, *Komsomolskaya Pravda* and *Literaturnaya Gazeta*. I like to look through the papers before I leave for college.

##### 2

*Clare (to Anna who is reading a paper):* Looking through the *Daily Mirror*?

*Anna:* Yes. It's the first time that I see this paper.

*Clare:* How do you like it?

*Anna:* I feel puzzled (1). It isn't very informative: a lot of sensational news, strip cartoons and ads (2). A few articles cover the domestic news and there's almost next to nothing about the international situation.

*Clare:* Well, that's the way tabloids (3) are made in this country.

#### Notes:

- |                    |  |
|--------------------|--|
| 1. I feel puzzled. | Я в недоумении. (Я смущен.)  |
| 2. ads             | сокр. от advertisements  |
| 3. tabloid         | малоформатная газета<br>со сжатым текстом и<br>большим количеством |

V. Read the text using dictionary.

### 300-YEAR ANNIVERSARY OF THE FIRST NEWSPAPER

Fleet Street was named after a sewer (Fleet ditch) and has admittedly created a few stinks in its time – but it has managed to play host to 300 years of news production in the centre of London.

In March 1702 the first newspaper was printed there and the Daily Courant survived for 33 years until 1735 when it was merged into the Daily Gazetteer.

The 300<sup>th</sup> birthday was marked by an exhibition (featuring copies of the Daily Courant) and a church service attended by the Prince of Wales at the “journalists’ church” of St Bride’s off Fleet Street. The special service at St Bride’s was attended by 25 chairmen and chief executives of newspapers as well as a host of national newspaper editors past and present.

Although no newspapers are produced in Fleet Street any more, it is still the haunt of many journalists. Reuters, the international news agency, retains its world headquarters at 85 Fleet Street which it bought from the Press Association after the United Kingdom news agency moved to another part of London in the mid-1990s.

Further up the street the only other news-related offices are those of the London bureau of Scotland’s Dundee Courier and Evening Telegraph, and Agence France-Presse-AFP – the third largest news agency in the world.

Acknowledging the paradox of his position, as the subject of many news stories, the Prince of Wales said that for three centuries the Press had been “awkward, cantankerous, cynical, bloody-minded, at times intrusive, at times inaccurate and at times deeply unfair and harmful to individuals and to institutions”.

But Prince Charles said he also wanted to redress the balance and pay tribute to the “very real good” done by newspapers and magazines.

He said: “From time to time you get things wrong – everyone does. But most of the time you are seeking to keep the public informed about developments in society, to scrutinise those who hold or seek positions of influence, to uncover wrongdoing at a national level, in business or in local communities, to prick the pomposity of the overbearing, and a point sometimes forgotten to entertain us”.

Prince Charles also expressed gratitude and “surprise” for the way in which newspapers had given his sons, Prince William and Prince Harry, as much privacy as possible.

“Growing up is not easy – when was it, I wonder? But I suspect our modern world makes it even more difficult and they, along with others, have been through times of immense difficulty and tragedy,” he said.

The Prince also used the occasion to rally support for the Queen’s Golden Jubilee. In his first public comment on the anniversary he paid tribute to his mother’s dedication and service over 50 years on the throne.

“I think perhaps all of us need at the time of coincidence of anniversaries – your 300<sup>th</sup> and the Queen’s 50<sup>th</sup> – to wonder what more each of us can do to correct the genuine ills in our society and create a climate which leads to ever more of us feeling that Britain IS a great country to which we can give our love and loyalty,” he concluded.

Rupert Murdoch, chairman of News International, gave a short speech, in which he said British newspapers were “without peer” in the world, adding: “We can take heart that, without us, Britain would be measurably less free.”

After the third reading, given by Lord Deedes of the Daily Telegraph, Daily Mail chairman Lord Rothermere paid a special tribute to the victims of 11 September and the journalists who lost their lives covering the war in Afghanistan that followed.

The anniversary was accompanied by an exhibition, promoted by the London Press Club, in the nearby St Bride's Institute, with more than 100 exhibits recording Fleet Street's status as the former home of British journalism.

VI. Ask questions on the text. Discuss it.

VII. Make up your own dialogues using words and word combinations of Part V.

## Part SIX

### Word and Phrase List

Listen, read and remember:

1. arms	вооружение
disarmament	разоружение
general and complete disarmament	всеобщее и полное разоружение
2. movement	движение
the anti-war movement	антивоенное движение
3. world	мир
all over the world	во всем мире
4. fight (for, against)	борьба (за, против)
to fight (for, against)	бороться (за, против)
5. to elect	выбирать
election	выборы
general election	всеобщие выборы
pre-election campaign	предвыборная кампания
6. to vote (for, against)	голосовать (за, против)
voting	голосование
7. to stand for...	стоять за ...
8. duty	долг, обязанность
9. referendum	референдум, народный опрос
10. security	безопасность, защита, охрана

### EXERCISES:

I. Read and translate the following sentences:

1. All peace-loving people voice their support for (высказываться в поддержку) general and complete disarmament.
2. Actions (выступления) against arms took place all over the country.
3. Mass anti-war movements were held in the streets of European capitals.
4. The slogan of those movements was "We want peace all over the world".
5. – When will the next general election be held? – In two years, if I'm not mistaken.
6. – Who are you going to vote for? – Mr. Brown, the opposition leader.
7. As for me I'm going to vote against any candidate. I mistrust any of them.
8. – Don't you think the pre-election campaign is very tense? – It's not so easy to choose the most popular of the candidates.

9. The duty of every citizen of our country is to take part in the election and to vote for or against any candidate.
10. – Do you think the party in power will win the election? – They hope so.
11. The role of the world progressive movements in the fight for peace and disarmament is growing and the number of progressive organizations is increasing.

II. Read, translate and act the following dialogues:

#### A. ELECTIONS IN GREAT BRITAIN

*Kochetkov (a Russian teacher):* All your papers are writing about the coming election. I wonder why: the term of office of the present government hasn't expired yet, has it?

*Mr. Brown (a London University lecturer):* It hasn't. Under the Act of Parliament the present government has about a whole year to go.

*K:* Can you give me some idea of how the election works?

*B:* Well, the Queen has to agree to the dissolution of the present Parliament. After that the election date is fixed. Then comes the nomination of candidates for the House of Commons.

*K:* How many members are there in the Commons?

*B:* About six hundred and thirty.

*K:* Then, I suppose, the party that gains the majority forms a government.

*B:* Yes, the leader of the majority party becomes Prime Minister and he forms the Cabinet.

*K:* And the opposition leader forms the Shadow Cabinet, doesn't he?

*B:* Yes, this is the way parliamentary elections are held in this country.

*K:* Who is entitled to vote in this country?

*B:* Anyone who's reached the age of eighteen with the exception of lunatics(1), and also peers, who already have seats in the House of Lords.

*K:* Are there any election qualifications?

*B:* There's a residence qualification (2).

#### B. PRESIDENTIAL ELECTIONS IN THE USA

*Mishina (a Russian student):* I've never expected the presidential election campaign to take that long (3). It started several months ago. And I didn't quite understand the role of primaries (4).

*Mr. Jackson (an American teacher):* Well, in a way they help the party leadership choose the most popular of the candidates.

*M:* So the presidential election will take place next Tuesday (5), won't it?

*J:* In fact yes. Though legally it won't be the presidential election. Voters will elect the Electoral College (6) which later on will elect President.

*M:* Will the President take office immediately after the election day?

*J:* No, not immediately. The President-elect will be inaugurated on Inauguration Day (7), January 20 next year.

*M:* Are there any election qualifications?

*J:* Yes, there are some and they vary from state to state: residence qualifications ranging from six months to two years, literacy tests (8), etc.

Notes:

- |                            |                 |
|----------------------------|-----------------|
| 1. lunatic                 | душевнобольной, |
|                            | ненормальный    |
| 2. residence qualification | ценз оседлости  |
| 3. that long               | так долго       |



- |                                  |   |
|----------------------------------|---|
| 4. primaries                     | предварительные выборы,<br>голосование  |
| 5. next Tuesday                  | имеется в виду первый вторник<br>после первого понедельника<br>в ноябре                                   |
| 6. the Electoral College         | выборщики, непосредственно<br>голосующие при<br>косвенных выборах<br>за кандидатуру на<br>пост президента |
| 7. Inauguration Day <i>амер.</i> | день вступления<br>президента США<br>в должность ( <i>20 января</i> )                                     |
| 8. literacy tests                | образовательный ценз  |

III. Read these short dialogues and reproduce them:

1. A: How many deputies are elected to the Parliament of Russia?  
B: Over 1,000.  
A: And for how long?  
B: For a term of five years.
2. A: Who's entitled to elect and be elected in Russia?  
B: Everyone who's reached the age of eighteen.  
A: And at what age can a person be elected to the Parliament?  
B: At the age of twenty-one.
3. A: In how many constituencies (избирательный округ) can a candidate stand for election in Russia?  
B: Only in one.
4. A: How is the Prime Minister elected in Canada?  
B: The leader of the majority party in the House of Commons becomes Prime Minister.
5. A: Are there any election qualifications in Great Britain?  
B: Yes, there's a residence qualification.
6. A: Can electors in Russia recall a deputy?  
B: Yes, certainly. This right is guaranteed by the Constitution.  
A: What is the total number of the Congressmen? Does it vary from election to election?  
B: No, it doesn't. It's a fixed number of 435.  
A: Is the number of Senators also fixed?  
B: Yes, there are a hundred Senators in the Senate: two from each state.
7. A: For what term are Senators elected?  
B: For a six-year term. Every two years one third of the Senate is re-elected.

IV. Render the text "Newspapers in Great Britain" (p. 39) making use of the following scheme:

<i>The plan for rendering the text</i>	<i>Some expressions to be used while rendering the text</i>
1. The title of the article.	The article is headlined ...

	The headline of the article I have read is ...
2. The author of the article, where and when the article was published.	The author of the article is ... The article is written by ... It is (was) published in ... It is (was) printed in ...
3. The main idea of the article.	The main idea of the article is ... The article is about ... The article is devoted to ... The article deals with ... The article touches upon ... The purpose of the article is to give the reader some information on ... The aim of the article is to provide the reader with some material (data) on ...
4. The contents of the article. Some facts, names, figures.	a) The author starts by telling the reader that ... b) The author writes (states, stresses, thinks, points out) that ... c) According to the text ... Further the author reports (says) ... The article goes on to say that ... d) In conclusion ... The author comes to the conclusion that ...
5. Your opinion of the article.	I found the article interesting (important, dull, of no value, too hard to understand ...)

### REVIEW EXERCISES:

#### I. Read and translate the following international words:

Correspondent, commentator, press, agency, critic, criticise, journalist, memorandum, programme, sensation, telegram, conception, document, popular, officially, role, process, method, capitalism, social, progress, principle, fascism, democracy, system, exploitation, politics.

#### II. Substitution Drill:

a) an affair a statement a commentary a communiqué a leading article a message a declaration	of great importance of great interest
--	--

b) Newspapers publish articles on Foreign Press publishes reports on Democratic Press carries articles on	home affairs foreign affairs national affairs the latest affairs abroad the international situation
c) Newspapers comment on The head of the administration comments on	the Statement of the President of Russia the Constitution of Russia
d) Today's paper informs the readers of Yesterday's paper gives full attention to	national affairs foreign affairs the latest news foreign affairs
e) Russian people closely follow the affairs	in Armenia in Azerbaijan in Georgia

### III. Answer the questions:

1. What national papers do you know in our country?
2. What local papers can you name?
3. What Russian newspapers and magazines are issued in foreign languages?
4. How often does *Moscow News* come out?
5. Is the magazine *Foreign Literature* a monthly or a weekly?
6. What magazines inform the readers of the news in literature, art and cinema?
7. Are there any special journals for women in our country?
8. What magazines and papers are highly popular with young people?
9. What English papers do you know?

### IV. Substitution Drill:

a) communist democratic liberal labour conservative	party	b) to discuss  journal  affairs  article	national problems a new  the latest  a leading
c) key	industries question problem factor	d) national  contribution	economy problem question affairs  holiday interests

### V. Finish up the sentences and translate them:

1. The leading article is headlined ... (*The ways of improving international situation. The latest achievements in science.*)
2. The paper publishes articles on ... (*the local affairs, the achievements of the national economy; some key questions of our time; some vital problems of our*

time.) 3. The key-note of the article is ... (*Cooperation in the Field of Education; The Relaxation of International Tension; Pre-election Campaign in the USA*).

VI. Read and translate:

- a) an economic article, a political article, a leading article, the article on national affairs, an article on jazz music, an article of no use, an informative article;
- b) the international situation, the international news, the international problems, the international cooperation, the international holiday;
- c) the American public, a public figure, a public office, the world public, the world public opinion, public life, public organisations, public affairs, the progressive public;
- d) election campaign, election results, election time;
- e) to vote, a voter, voting age, voters lists, voting paper ...

VII. Substitution Dialogue:

A: Reading an evening paper? Is there anything of interest?

B: Oh, yes, an article on basketball sensation (1).

(1)

political parties  
economic cooperation  
some scientific problems  
engineering  
pre-election campaign

VIII. Ask your friend:

what today's papers inform the readers of; what the headline of the leading article in today's paper is; what the key-note of this article is; what today's papers give information on; what yesterday's papers commented on.

IX. Name:

some western countries; some eastern countries; some highly developed countries; some developing countries.

X. Ask your friend:

if Great Britain is a large country; if Great Britain is larger than France; if Great Britain is in the east or west of Europe; where Great Britain is situated; what the capital of Great Britain is; when the last election was held in Great Britain; what party is in power in Great Britain.

XI. Choose the appropriate Russian equivalents for the words and expressions given in a bold type.

1. Newspapers in the U. S. are protected by the "Freedom of the Press" clause of the First *Amendment* to the U. S. Constitution. This *amendment* guarantees that the government will not interfere with the right of newspapers to print truthful statements.

a) исправление; b) улучшение; c) поправка.

2. Today the media include newspapers, *pamphlets*, books, radio, films, TV and cable TV.

a) брошюра; b) памфлет; c) полемическая статья; d) полемическая брошюра.

3. Americans are surrounded by information from the time they wake in the morning until the time they sleep at night. At home, after dinner, they watch the evening news on TV. Then they *flip* through the over 20 channels offered by cable TV to find their favourite show or a recent Hollywood movie.

а) щелкать; б) слегка ударять; в) «пройтись»; г) горячий напиток на основе подслащенного пива.

4. The first *regular* newspaper was the *Boston News-Letter*, a *weekly* started in 1704 by the city's postmaster, John Campbell. Like most newspapers of the time it published shipping information and news from England.

а) регулярный; еженедельный; б) постоянно выходящий; еженедельник; в) монашеский; раз в неделю; г) квалифицированный; еженедельно.

5. *Competition* for *circulation* and profits was fierce (сильный, жестокий). The rivalry (соперничество, конкуренция) of two publishers dominated American journalism at the end of the 19th century. The first was Joseph Pulitzer, a Hungarian immigrant who became one of the greatest American publishers. He establishes the Pulitzer Prizes given for excellence in journalism, literature, history, and music. The second publisher was William Randolph Hearst. Pulitzer and Hearst symbolized the era of highly personal journalism that faded (постепенно исчезла) early in this century.

а) состязание; циркуляция; б) конкуренция; тираж; в) конкурс; кровообращение; г) конкурсный экзамен; обращение.

XII. Look through the papers and answer the questions:

1. What newspaper are you looking through?
2. Is it a morning or an evening paper?
3. Is it daily or weekly?
4. What is the headline of the leading article?
5. What is it devoted to?
6. What material is published on the front page?
7. What international news does the issue carry?
8. What articles does page two contain?
9. Which page of the paper carries sporting news?
10. What sporting news does the paper carry?
11. Are there any advertisements in the paper?

XIII. Read and translate:

1. The presidential decree was issued on the eve of the referendum. 2. The Church must not judge (осуждать) the political views of its followers in terms of the current political situation. 3. It is already clear that G-7 (Great Seven) summit in Tokyo will put forward some key elements in economic cooperation between the West and Russia. 4. The Church does not tie itself to any social or state order or to any political party. 5. Common people of Bosnia had no time to prepare for the war. 6. The final decision is made by the people either in the elections of new structures or at a referendum. 7. The Church stands above "the right" and "the left", and can hold a dialogue with any public movement except those that are criminal. 8. It is not very clear how this cooperation will be manifested in the pre-election campaign. 9. At the presidential elections their candidates polled about 10 per cent of the total vote. 10. On May 21 the Supreme Soviet of the Russian Federation passed a political decision on the Crimean problem.

## TEXTS FOR READING

### Text I

### NEWSPAPERS IN GREAT BRITAIN

## §1

The population of the United Kingdom, or Great Britain and Northern Ireland, is now over 50,000,000. About 30,000,000 newspapers are sold every day. The British people, therefore, are great readers of newspapers. There are few homes to which one newspaper is not delivered (1) every morning. Many households (2) have two, or even three, newspapers every day. One newspaper may be delivered at the house, a member of the family may buy one at the station bookstall (3) to read in the train as he goes to town, and someone else in the family may buy an evening newspaper later in the day.

1. deliver letters, newspapers	передавать, доставлять письма, газеты
2. household	семья, домохозяйство
3. bookstall	книжный киоск

## §2

Daily papers are those that are published daily from Monday to Saturday. There are the morning papers and the evening papers. The morning papers are on sale early in the morning. The evening papers begin to appear during the morning, and new editions (4) appear every two or three hours until the final edition comes out in the evening.

4. edition	издание
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## §3

As in other countries, newspapers in Great Britain vary greatly (5) in their ways of presenting the news (6). There are serious papers for those who want to know about important happenings everywhere, both domestic news (7) and foreign news. There are popular newspapers for those who prefer entertainment to information. There are newspapers whose pages are largely filled with news of sport - football, boxing and racing (8) - and with stories of film stars, or accounts (9) of crime and of low-court trials. Most newspapers today provide interesting and useful articles for their women readers. They tell them about the latest fashions in clothes, how to furnish their homes, and how to cook new and exciting dishes (10).

5. vary greatly	очень разнообразны
6. presenting the news	предложение новостей
7. domestic news	местные новости
8. racing	скачки
9. accounts	сообщения
10. dish	блюдо (приготовленная пища)

## §4

The popular newspapers naturally have much larger circulations (11) than the serious newspapers. The number of daily newspapers published in London is only nine or ten, but their total circulation is about 16,000,000. Many of these are national papers, selling throughout the country. Some of them have printing offices in large towns in the north.

In addition to the London dailies, there are other papers, published in the provinces (12). Many of these are independent (13), and the best of them sell throughout the whole country, in competition with the London papers. *The Manchester Guardian, the Yorkshire Post* (published in

Leeds), and *the Scotsman* (Edinburg), for example, have national circulations. The quality (14) of their writing and reporting gives them a national influence (15).

*The Manchester Guardian's* motto (16), "Facts are sacred, comment is free" (17), is famous. This paper, because of its very honest comment on the news, is very influential.

The provincial newspapers give very full attention to local as well as to national affairs. In recent years some of them have been bought by national papers. To many people this seems to be unfortunate and even dangerous.

11. circulation	тираж
12. the provinces	провинция
13. independent	независимый
14. quality	качество, высокий уровень
15. influence	влияние, воздействие
16. motto	девиз, эпиграф
17. "Facts are sacred, comment is free"	"Факты священны, комментарий свободный"

## §5

The London newspaper that is best known outside Great Britain is probably *The Times*. It began in 1785, and has a high reputation (18) for reliable news (19) and serious comment on the news. It is an independent paper, not giving its support to a particular party. Its leading articles (or "leaders", as they are usually called) give the opinions of its editorial staff, not those of the owners of the paper.

The correspondence columns (20) of *The Times* are always interesting and often amusing. Most of the letters are on serious subjects, but from time to time there will be a long correspondence on a subject that is not at all serious, perhaps on a new fashion of dress, or the bad manners of the younger generation (21) compared with the manners of thirty years ago.

*The Times*, of course, does not publish the strip cartoons (22) that are so common in the cheaper and popular papers. It does, however, publish a cross-word puzzle (23) every day, with clues (24) that are both clever and amusing. Many *Times* readers try to solve (25) the puzzle every morning as they travel to town by train from their homes in the suburbs.

18. reputation	репутация, доброе имя
19. reliable news	достоверные новости
20. correspondence columns	рубрика писем в редакцию
21. generation	поколение
22. strip cartoon	страничка юмора, комикс
23. cross-word puzzle	кроссворд
24. clues	ключи к разгадкам
25. solve	решить, отгадать (кроссворд)

## §6

Two popular papers, with large circulations, are *the Daily Mirror* and *the Daily Sketch*. These have many pages of photographs and numerous strip cartoons. Their make-up (the way in which the news and pictures are arranged on the pages, the size of the head-lines, and so on) is more exciting than that of the serious papers. The news that appears in their pages is not always the most important news; it is the news that will, in the editors' opinion, be most interesting to the man in the street (26). And if the man in the street is more interested in actors and actresses, film stars, boxers and bathing beauties (27), then these papers provide photographs and short news items to satisfy this interest.

26. the man in the street	обычный человек, прохожий
27. bathing beauties	красивые девушки в купальных костюмах

### §7

The London evening papers, *the Star*, *the Evening News* and *the Evening Standard*, are sold not only at the ordinary newsagents' shops and station bookstalls, but also at busy street corners. The men and women who sell them do not always stay by their piles (28) of papers, however. They sometimes go away and leave their papers on a small stand. Passers-by help themselves (29) to the paper they want, and leave twopence, the price of the paper, in a box or tray. There are dishonest people in London, but no one thinks it worth while (30) to rob a newspapers-seller of a few shillings.

28. pile	кипа
29. help oneself (to)	брать самому
30. think something worth while	думать, что стоит

### §8

The evening papers sell well because they print, throughout the day, the latest sports results. The sports pages also give advice to those who bet (31) on results. Those people who have made bets on horse-races are anxious to know whether the horse on which they have bet has come in first.

In winter people are interested in the scores (32) of the big football matches, and in summer in the latest scores of the county cricket matches. During the football season the papers provide information to help those who try to win large sums of money in the football pools (33).

31. bet	держат пари
32. score	счет (в игре)
33. football pool	футбольное соревнование, игра, при которой можно выиграть большое количество денег (чаще потерять)

### §9

The Sunday papers are not Sunday editions of the daily papers, even if, as is sometimes the case (34), the owners are the same. Two of them, *the Observer* and *the Sunday Times*, have a high standing (35) like that of *The Times* and *the Manchester Guardian*. *The Sunday Times* has no connexion with the daily paper called *The Times*. *The Observer*, started in 1791, is the oldest Sunday paper published in Britain.

*The Observer* and *the Sunday Times* provide, in addition to the news, interesting articles on music, drama, the cinema, newly published books, and gardening. Many of the best critics write for these two papers.

Other Sunday newspapers are more popular. Most of them give full accounts of the many sporting events that take place on Saturday afternoons, and provide numerous articles for their women readers.

34. is the case	в действительности, фактически
35. have a high standing	иметь высокую репутацию



## §10

A modern newspaper could not be sold at a profit without advertisements. A single copy costs more to produce than the price paid by the reader. A newspaper with a large circulation may cost about 100,000 a week to produce. About a quarter of this sum is received from the business firms who advertise in its pages.

### Text II

### ADVERTISING

(Anne and Jack are drinking coffee at one of the numerous espresso cafes (1) that became so popular during the early 'fifties (2). They have met two friends there. David is a young journalist and Mavis is a young art student.)

- 1. espresso cafes: cafes at which Italian-style coffee may be drunk
- 2. the early 'fifties: the years 1951-2-3-4

## §1

ANNE: The newspapers and magazines are full of illustrated advertisements. Most of them are very well done, but I don't always approve of them.

DAVID: What's wrong with them, Anne?

ANNE: I don't like to be told what to buy.

DAVID: Oh, but the advertisement help you to choose what's best, don't they?

ANNE: Some of them have useful information, perhaps. But most of them do nothing but tell you to buy. They tell you to 'Drink more milk' and 'Eat more fruit'. They tell you what kind of petrol to put in your tank, what kind of soap-powder to wash your clothes with, what kind of breakfast food to give the children, what kind of tooth-paste to clean your teeth with. I can't believe there's much difference between one kind of tooth-paste and another!

## §2

JACK: I agree with you, Anne. The petrol companies must spend hundreds of thousands of pounds on advertising. I wonder if they'd be able to take a penny off the price of a gallon of petrol, if they stopped spending all that money on advertising.

DAVID: I doubt it. And if they stopped advertising, your morning paper would probably cost you a halfpenny or a penny more. No newspaper could sell at its present price without the money it gets from advertising.

MAVIS: Don't you like the wonderful coloured advertisements you get in the weeklies (3), Anne? Especially in the women's magazines. I often find the advertisements more exciting than the reading matter (4).

ANNE: Oh, I find some of them attractive. I like those showing wonderful kitchens and furniture. That's because Jack and I are getting married soon, and we're interested in furnishing. And I read the food advertisements. They sometimes give useful recipes (5).

MAVIS: What kind of advertisements do you really dislike?

ANNE: The picture strip kind. You know what I mean: the man who can't do his office work properly (6), who's going to lose his job, perhaps. Then someone tells him to take (7) something or other (8) every evening before he goes to bed. Then you see a picture of him afterwards, full of life and energy (9), and getting a rise in salary or being made manager of the company.

DAVID: Yes, I know the kind of advertisement you mean. But the public (10) likes picture strips. So do I. I always look at that kind of advertisement. And I usually remember the name of the product that's being advertised.

JACK: We'll become a nation of illiterates (11) if this sort of thing goes on. People are content (12) to look at pictures, pictures that tell a story. They'll forget how to read.

DAVID: Oh, but you're forgetting the little balloons! There's always some reading matter in the strips! And in any case, many things can be described more easily in pictures than in words.

MAVIS: And these advertisements do have one strong point in their favour (13). They do provide work for the commercial artists and actors.

- 3. weeklies: publications that come out once a week
- 4. reading matter: anything that is to be read
- 5. recipes: list of things needed, amounts, etc., and information about how to use them (to make something to eat or drink)
- 6. properly: in the right way
- 7. take: (here) eat or drink
- 8. something or other: some kind of thing; this thing or another thing
- 9. full of life and energy: working hard and happily
- 10. the public: people in general
- 11. illiterates (n. and adj.): (person) unable to read or write
- 12. content: satisfied
- 13. one strong point in their favour: one good point, one thing that is a reason for approving of them

§3

DAVID: I suppose you never look at commercial television, do you, Anne?

ANNE: No, I don't. I think it's terrible to have one's home invaded (14) by people talking to you from the screen and telling you to buy this, that and the other. Especially when the advertising comes right in the middle of a play or a concert of good music.

DAVID: Oh, but *does* it? Many of the advertisements are well done, and don't interfere with (15) the programme. It's like newspaper advertising, isn't it? A question of money again. Someone's got to pay the cost of these television programmes. Isn't it better to let the advertisers pay the cost?

JACK: I'd rather pay an annual license fee (16), as we do for BBC (British Broadcasting Corporation) sound and television broadcasts.

MAVIS: Are you and Anne against advertising of any kind?

ANNE: Oh, no. Some kinds can be quite useful.

JACK: Books, for example. I like to know what new books are being published so that I can ask for them at the public library. I read the book reviews, but not all the new books are reviews (17). There isn't enough space in the dailies and weeklies, probably.

ANNE: And I want to know about what's on (18) at the theatres, what the programmes are at the concerts, what new films there are.

- 14. invade: (here) enter (a place) without being asked or invited
- 15. interfere with: (here) come in the middle of, and spoil one's enjoyment (of the programme)
- 16. annual license fee: payment, made once a year, for permission to receive broadcast programmes
- 17. review: (v.) write an account of (new books, etc.) for the newspapers, weeklies, etc.; (n.) such an account

18. what's on:                                      what plays, etc., are being performed

§4

DAVID: It strikes me (19) you and Jack are a couple of young highbrows (20)! Are you interested only in serious things?]

ANNE: We *are* interested in serious things! It that something to be ashamed of (21)?

MAVIS: Not at all, Anne, but we can't be serious all the time!

JACK: So many advertisements are obviously untrue (22)! How many kinds of soap-powder and synthetic (23) detergent (24) are there? More than you can count on the fingers of one hand, I'm sure. And every one of them says, 'OZO – or whatever the name is – washes whitest!'

MAVIS: Does it matter (25)! People learn to take such statements with a grain of salt (26). They try half a dozen kinds of soap-powder and decide for themselves.

19. It strikes me:                                      I have the idea (that ...)
20. highbrows (n. and adj.):                                      (person) with interests and tastes  
that are thought to  
be higher than those of most people
21. be ashamed of something: feel that one has done something wrong  
or foolish
22. obviously untrue:                                      easily and clearly untrue
23. synthetic:                                      (of substances) artificially made, not natural
24. detergent:                                      substance (e. g. soap) used for getting  
dirt out of things
25. Does it matter?:                                      Is it important? Need you trouble about it?
26. grain:                                      very small hard bit (e. g. A grain  
of sand, salt, gold);  
take something with a grain of salt:  
feel doubtful about its truth

§5

JACK: Don't you think advertisements sometimes cause people to buy things they don't need? The men who write them are so clever! They persuade people that (27) they must have a new washing machine or a new refrigerator – to keep up with (28) the neighbours.

DAVID: That may be true. Some advertisers do make use of social snobbery (29). But social snobbery is quite strong, isn't it? Advertisers are not to blame if they sometimes make use of it. I've known people who've bought a thing just because they've seen that their neighbours have one.

MAVIS: The advertisers are not always successful, though. My father has had his car for nine years. He's quite satisfied with it, in spite of the pages and pages of advertisements of new cars.

27. persuade people that:                                      make people believe that
28. keep up with:                                      make progress (in owning things, etc.) at the same rate
29. social snobbery:                                      giving too much respect to position in society, wealth, etc.

§6

ANNE: I think the worst offenders (30) are the cosmetic (31) manufacturers. The women's magazines are full of their advertisements.

MAVIS: You're not opposed to (32) the use of make-up, are you?

ANNE: No, I use both face powder and lipstick. But I don't buy the widely advertised kinds. Mine cost less than half the prices of the kinds you see advertised everywhere – and they're just as good.

30. offender (from offend, v., do wrong): person who does wrong  
31. offenders: substance used to make the skin or hair more beautiful  
32. be opposed to: be against, consider wrong  
or harmful

## §7

DAVID: I heard a good story about a firm of face-cream manufacturers the other day. They put a new kind on sale at 5/- a jar. It didn't sell at all well. So they gave it a new name, packed it in a new kind of jar, put up the price to 10/-, and spent thousands of pounds on advertising it. In a few months it was selling almost faster than they could manufacture it.

JACK: Lots of people firmly (33) believe the more something costs, the better it must be. Your story proves what I said earlier, doesn't it? Goods could be much cheaper if the advertising costs were cut down (34).

DAVID: I'm not sure that that's always true. If advertising results in higher sales the manufacturers may be able to use mass production (35). That usually means lower costs and cheaper goods.

ANNE: Won't there be mass production anyway, if the article is something that everybody needs?

MAVIS: Motor-cars are mass produced. The motor-car manufacturers spend millions on advertising.

JACK: That's because there's so much competition. If there were only one company mass producing cars, advertising would be unnecessary and the cost could be saved.

DAVID: That raises (36) quite a different question – whether competition serves any useful purpose. We'd better not start discussing that or we'll never get home this evening.

33. firmly: strongly  
34. cut down: made lower  
35. mass production: production of a large number of  
articles all exactly the same  
36. raises: (here) brings up for discussion

### Text III

### YOUNG PEOPLE IN BRITAIN

There are some 7.5 million young people in Britain between the ages of 10 and 19; a figure estimated to grow to nearly eight million by 2004. These young people will represent Britain in the 21<sup>st</sup> century. The investment Britain makes in developing their talents, confidence and abilities is one of inestimable value to the country as a whole.

Almost every aspect of Government domestic policy, including education, housing, health, social security, the judiciary, law and order, environmental planning and national heritage, affects the well-being of young people and shapes their future as it shapes Britain's own.

### HOME AND PLAY

Home is the central focus of most young people's lives, particularly those who are still attending school. In the younger age group, from 10 to 16, children are at the ambivalent age when they are strongly influenced by their friends, reasonably influenced by parents, partially influenced by teachers, and altogether subject to a host of youth culture influences outside the home.

In the 10 to 15 year–old age group, young people rely on the home environment as a place of safety and security and upon their parents as the main providers of money, food and all the necessary amenities of life. In the 16 to 19 year–old bracket, the family home also remains a strong base, even though at this age they spend increasing time staying away at their friends’ homes or going on holiday with friends rather than with family. Only a small percentage of young people in this group live away from home. They are usually ‘boarders’ in the independent school sector (who are away from home during school terms) or young people taking part in vocational training schemes at a sufficient distance from home to require separate accommodation.

For the most part, home is a solid basis of security and care. Even as young people gain a sense of freedom and independence in their early teenage years, they are told at what time they must return if they go out with friends, are picked up by their parents if they go further afield to discos or dances, and are encouraged to do the homework set by their school teachers. Inevitably, these and other basic house ‘rules’ are applied variously in different families and communities.

When they are not at school, eating, or doing their homework, young people in their ‘teens’ tend to spend a lot of their time in their own neighbourhoods with friends, either in the streets or parks or in each others homes. They tend not to spend their time organising or participating in clearly defined leisure pursuits.

The countryside in Britain includes hills, lakes, moors, mountains, cliffs, rivers and seashores – all perfect venues for outdoors pursuits, including horse-riding, rock-climbing, cycling, canoeing, sailing and skiing – or just being there. As members of local youth clubs, school groups or national youth organisations, most young people get the chance to experience outdoor pursuits during their teenage years. The Outward Bound Trust and the Duke of Edinburgh’s Award are among the organisations that provide challenges largely based on physical and outdoor recreation.

Parents do not always give their children a set amount of pocket money each week. They have various payment regimes. Parents may provide their children with a weekly total to cover their travel by bus or train to school, to pay for their school dinner, adding money on top for this for weekend and leisure expenses.

On order to earn their own supplementary money young people, aged approximately 12 upwards, earn money by washing cars or windows, doing ‘paper rounds’ (delivering the early morning newspaper before school), or mowing lawns. For those aged 14 years and above, baby-sitting in the neighbourhood is the most popular means of earning money. At 15 years old and above, young people often find themselves ‘Saturday jobs’ working as assistants in shops.

## NEGOTIATING THE JOB MARKET

When compulsory education or optional full–time school, college or university education ends, an entirely different life begins. For those who start out in work away from home, or go to universities in other parts of the country, this is the first period of the real independence.

Unless they have a job to go to, the first stop for young people entering the job market at 16 is their local Job Centre or careers office. Each young person in full–time education, in part-time vocational education or who have just left school or college, is entitled to free advice and guidance from their local careers service. The careers service helps them to explore the options available so that they can make realistic and informed decisions about employment, education and training.

Helping young people find employment has become a major issue during the last decade. During Autumn 1998, young people aged 16 to 24 made up 14 per cent of all those unemployed. As a direct measure to tackle unemployment, the Government has offered a New Deal for all young people between the ages of 18 and 24 who have been unemployed for more than 6 months. The deal includes various options: a job with an employer; a job with a voluntary sector organisation for 6 months; full-time basic skills education or training for up to 12 months.

## CONFERENCES. AGREEMENTS. TREATIES.

## VISITS

### Part SEVEN

#### Word and Phrase List

Listen, read and remember:

1. conference	конференция
press conference	пресс-конференция
2. meeting	митинг, собрание
to hold (held, held) a meeting	проводить собрание
3. congress	съезд
to convene a congress	созывать съезд
4. session	сессия
5. chairman	председатель
6. to participate in	участвовать в ...
to take part in (syn.)	принимать участие в ...
participation	участие
participant	участник
7. to represent	представлять
representative	представитель
8. committee	комитет
9. to organize	организовать
organization	организация
a youth organization	молодежная организация
the United Nations Organization (UNO)	ООН
10. council	совет
the city council	городской совет
the Federation Council	Совет Федерации

#### EXERCISES:

I. Read and translate the following sentences:

1. At a press conference in the Moscow City Council deputies demonstrated to journalists a plan of the city reconstruction with the participation of Western partners.
2. The proposal being unconstitutional, the committee rejected it.
3. There are ten executive departments under the US President, the heads of these departments forming a council known as the President's Cabinet.
4. The conference resulted in establishing diplomatic relations between the countries.
5. Do you know how many members the committee is made up of?
6. The chairman put the agenda of the meeting on the voting.
7. The main objective of the United Nations Organization is to maintain peace and security.
8. At the end of the congress representatives of the democratic movement put forward a proposal.
9. The delegates participating in the work of the conference should register themselves in special lists.
10. At the proposal of Mr. A. Mr. N. is elected President of the conference.

II. a). Read and act the dialogues.

## I

Petrov: The session has been interrupted.

Mr. Brown: That's what you read in yesterday's paper. Today's papers say it will resumed in a week or so.

P: Do the papers comment on the reason of the interruption?

Mr. B.: No, they only say that there was no agreement among the participants.

## II

Ivanov: From what you said I understand that the committee didn't come to any conclusion, did it?

Mr. Parker: Yes and no. They decided to organize a special commission to settle the problem.

I: Who will be appointed to the post of the chairman of the commission to your mind?

Mr. P: I'm afraid I don't know.

## III

Petrov: Petrov speaking.

Mr. Dixon: Hello, Mr. Petrov. Can I speak to Mr. Ivanov, please?

P: Mr. Ivanov is away. Can I help you?

Mr. D.: This is Dixon from the Department of Transportation. I wonder whether Mr. Ivanov has received our invitation to the Conference on "Transportation and the Environment"?

P: Yes, he has. But unfortunately he won't be able to come, as he'll be away at that time.

Mr. D.: That's too bad. Could somebody else come?

P: I'll speak to the Counsellor and let you know later.

Mr. D.: Thank you. Good bye.

b). Make up your own dialogues using words and word combinations of Part VII.

III. Read and translate the text:

### THE UNITED NATIONS

The name "United Nations" was first used in the Declaration by United Nations of January 1, 1942, when representatives of twenty-six nations pledged their governments to continue their common fight against the Axis powers (1).

In August-October, 1944 the representatives of the five Great Powers met at Dumbarton Oaks and worked out the proposals upon which the Charter was founded.

It was drawn up by the representatives of fifty countries who met at San-Francisco from April 25 to June 26, 1945.

The United Nations officially came into being on October 24, 1945, when the Charter had been ratified by China, France, the USSR, the United Kingdom, the United States and by a majority of other signatories.

The main objective of the United Nations is to maintain peace and security. To that end its members are to take effective collective measures to prevent and remove threats to peace and security, to suppress acts of aggression or other breaches of peace (2).

The United Nations is to develop friendly relations among nations on the basis of respect for the principle of equal right and self-determination of peoples.

Notes:

1. Axis powers – *ист. державы оси «Берлин-Рим-Токио»*
2. breaches of peace – *нарушение общественного порядка*

IV. Render the text “ The United Nations” making use of the scheme from page 34.

V. Read the text and discuss it:

## THE PUBLIC WELFARE SYSTEM IN AMERICA

### 1. WELFARE

The majority of Americans – about 85 percent – are neither wealthy nor poor. They belong to the broad economic category considered to be “middle class”. This means that they have jobs in factories or offices, run stores, or are trained professionals such as teachers, nurses, farmers, police officers and salespeople. Middle class people ordinarily, own cars, spend some time each year on holiday and can pay – at least in part – for a university education for their children. Economically above this middle class are some very wealthy people; below the middle class are the poor. Poverty in the United States is difficult to define. Generally, a family of four with an early income of \$11,600 or less is considered to be poor by American standards. Many of the poor have less income than this “minimum” amount. Daily life is difficult for the very poor. Without the welfare system they would not earn enough money for food or other necessities. Many would live in inferior housing and would not be able to pay for medical treatment for their children.

Most Americans are troubled by the fact that poverty exists in their land. The United States is, after all, known for its wealth, its abundance of food and its opportunity for all to build a good life. The goal is to operate a free enterprise economy in which everyone who wants to work can find. Employment at which he or she can earn enough money to live comfortably. Despite that goal, there is always a percentage of people who want to work but who cannot find employment for which they are suited. The percentage of the population unemployed varies with the national economic situation. In recent years, the official figure for unemployment has averaged between five and seven percent.

The plight of the poor and unemployed would be much worse than it is if it were not for help that they can and do receive from the federal and state governments. The public welfare system in the United States is so large that in the early and mid-1980s nearly one half of all money spent by the federal government was for “social payments” – money used to help people. The percentage has doubled since the 1960s, when only about 25 percent of the money spent by the federal government supported these welfare needs.

In addition to federal programs, there are programs in each of the 50 states which are designed to help people in need.

Among the many programs that help people who live in poverty are:

- Welfare payments – sums of money which are given by the government each month to those whose income is too low to provide necessities such as food, clothing and shelter;
- Medicaid – free medical and hospital care;
- Food stamps – books of special stamps which can be used to buy food at any store;
- School breakfast and lunch programs providing free meals to schoolchildren;
- Surplus food programs, under which food is purchased in huge quantities by the government and distributed free of charge to the poor.

In addition, the poor – and even people who are not poor – can become eligible to live in public housing. Public housing developments are groups of apartment buildings built at government expense. Federal, state and city government agencies are in charge of seeing that the apartments are made available to people with low incomes. Government agencies also take care of the buildings, providing guards, maintenance and heating.



When public housing is not available, poor people who need a place to live are sometimes placed in privately-owned apartments or in hotels for which the rent is paid by the government.

VI. Ask questions on the text. Work in pairs.

## Part EIGHT

### Word and Phrase List

Listen, read and remember:

1. to discuss discussion	обсуждать обсуждение
2. proposal to put forward a proposal to adopt a proposal	предложение выдвинуть предложение принять предложение
3. to decide decision	решать решение
4. agreement (on) a long-term agreement to sign an agreement	соглашение долгосрочное соглашение подписать соглашение
5. talks, negotiations (syn.) to hold talks to interrupt talks to resume talks	переговоры вести переговоры прервать переговоры возобновить переговоры
6. treaty to sign a treaty to violate a treaty	договор подписать договор нарушить договор
7. contract	контракт
8. understanding mutual understanding in the atmosphere of respect and mutual understanding	понимание взаимопонимание в атмосфере уважения и взаимопонимания
9. to arrive arrival	прибывать прибытие
10. to stress, to point out (syn.)	отмечать, выделять (в речи)

### EXERCISES:

I. Read and translate the following sentences:

II.

1. All positive changes at the negotiations were achieved thanks to an active participation of the UNO representatives.
2. The biggest contract was signed between the British Gas company and the government of Kazakhstan.
3. There were a lot of things to discuss, that's why the conference lasted long.
4. We are all for accepting your proposal.
5. As it is clear from the article the talks will be held next week.
6. The two countries reached agreement on re-establishing the diplomatic relations which were interrupted about ten years ago.

7. The Finance Minister stressed he considered that it was impossible to fulfil the program with the present government team.
8. Thousands of people taking part in the demonstration demanded that the governmental decision should be violated.
9. I should express my satisfaction at the work of the conference, the excellent results achieved, the atmosphere of cordiality and mutual understanding throughout the work of the conference.
10. Thank you for the valuable proposals you put forward for discussion.

## II. Substitution Drill:

a) to put forward to discuss		a proposal a plan a programme a resolution	
b) The delegates of The participants of The members of	the conference the meeting the congress the forum the delegation the committee	put forward discussed approved	a proposal. a programme . a resolution.
c) the talks on the agreement on the treaty on		economic cooperation scientific cooperation cultural cooperation engineering cooperation economic assistance (help) mutual assistance	

## III. Answer the questions choosing suitable nouns:

What can be signed? discussed? violated? solved? ratified? resumed?	What can be conducted? convened? put forward? adopted? interrupted? settled?
--	---

(a problem, an agreement, a resolution, a plan, a forum, a conference, a proposal, a treaty, a congress, talks)

## IV. Fill in the blanks with missing conjunctions and adverbs.

1. As a result ... the talks the two leaders reached agreement ... economic and cultural cooperation.
2. The proposal put forward ... the chairman was adopted.
3. Having discussed a wide range ... problems, the two leaders signed a number ... agreements.
4. ... a long discussion the contract was approved.
5. As is reported ... Paris, the negotiations have been interrupted.
6. As is clear ... the report, the talks will be resumed later.
7. The treaty is reported to have been violated ... both sides.
8. The chairman asked the speakers not to go ... details.

by; of; after; of; on; from; of; by; from; into

V. Think of the questions to which the following sentences are the answers:

1. He will arrive in the Middle East next week.
2. The decision of the committee was to provide aid to the countries hit by the disaster.
3. Mr. Brown confirmed that the talks had been interrupted.
4. Reports say that the problem has been settled.
5. The conference is organized by the Russian-American joint venture "Cooperation".
6. The talks were held in the atmosphere of respect and mutual understanding.
7. The chairman suggested that the participants of the meeting would not go into details.
8. Mr. Adams is going to put forward a proposal at the tomorrow's session.

VI. Speak on negotiations recently conducted:

1. The talks between ... were conducted ... ...	Whom? Where? When?
2. Both sides discussed ...	What problems?
3. The partners in talks focused their attention on ...	What issues?
4. Both sides agreed upon ...	What?
5. In their speeches they exchanged their views on ...	What problem(s)?
6. The two sides also expressed their intention ...	What intention?
8. The talks resulted in signing on ...	What document?

VII. Make up your own dialogues using words and word combinations of Parts VII-VIII.

## Part NINE

### Word and Phrase List

Listen, read and remember:

1. to visit	посещать
a visit	визит
a working visit	рабочий (деловой) визит
a return visit	ответный визит
a friendly visit	дружественный визит
to be on a visit (to)	находиться с визитом (в)
to be on an official (unofficial) visit	находиться с официальным (неофициальным) визитом
to pay (paid, paid) a visit	нанести визит
to complete a visit	завершить визит
a visitor	гость
a quest	гость
2. to invite	приглашать
invitation	приглашение
at the invitation of	по приглашению
3. a delegation	делегация

to head a delegation	возглавить делегацию
to receive a delegation	принять делегацию
4. exchange	обмен
an exchange of visits at the top level	обмен визитами на самом высоком уровне
an exchange of views, information, experience	обмен мнениями, информацией, опытом
5. to welcome	приветствовать
to greet	приветствовать
You are welcome!	Добро пожаловать!
6. to arrive	прибывать, приезжать
arrival	прибытие
7. to stay	пребывать, находиться
8. to leave (left, left)	покидать, уезжать, отбывать
9. to tour	путешествовать
to tour the country	путешествовать по стране

### EXERCISES:

#### I. Read and translate the following sentences:

1. Yesterday the mayor of Moscow received a group of senators who are in Russia on an official visit.
2. The delegation was headed by the Secretary of State.
3. Mutual exchanges in scientific and cultural fields promote understanding and cooperation.
4. On his arrival in Berlin the President of Russia made a brief statement.
5. The delegation stayed in St. Petersburg from January 3 to 10.
6. The delegation was met by the mayor of the city.
7. The foreign delegations left Moscow for home two days ago.
8. The quests were met by Russian officials.
9. The heads of the delegation exchanged views on nature protection.
10. The members of the delegation toured the country.

#### II. Ask questions beginning with the words given in brackets.

1. The delegation will arrive tomorrow. (When ...)
2. Mr. Brown, the secretary of State, is expected to head the delegation. (Who ...)
3. The foreign guests are going to stay in Moscow for 2 days. (How long ...)
4. At the session there was an exchange of views on various problems. (Was ...)
5. In conclusion the delegate said that the situation in the region is getting back to normal. (What ...)
6. The British Prime Minister has arrived in Rome on an official visit. (Why ...)

#### III. Speak on the visits paid recently to our country:

- |   |                      |
|---|----------------------|
| 1. ... delegation has recently visited our country. | What delegation?     |
| 2. The delegation arrived ...                       | When?                |
| 3. The foreign quests came to Russia ...            | At whose invitation? |
| 4. It was a(n) ... visit.                           | What kind of?        |
| 5. ... headed the delegation.                       | Who?                 |

- |   |                |
|---|----------------|
| 6. The visitors were welcomed by ... .                  | Whom?          |
| 7. The members of the delegation exchanged views on ... | What problems? |
| 8. The quests visited ...                               | What places?   |
| 9. The delegation left for home ...                     | When?          |

IV. Read, translate and make up some sentences:

1. To visit, a return visit, a three-day visit, a three-day official visit, to return a visit, a visitor, to pay a visit;
2. to invite, a letter of invitation, an invitation card, at the invitation of, to accept an invitation;
3. to welcome, to give a warm welcome, welcome to Moscow !
4. to greet, a greeting, to express warm greetings;
5. to tour, a tour, to tour the country, to make a tour over the country, to tour the world, a tourist;
6. to exchange, to exchange visits, exchanges in the scientific field, friendly exchanges of views.

V. Read the text and discuss it:

## THE PUBLIC WELFARE SYSTEM IN AMERICA

### 2. SOCIAL SECURITY

There are many other government programs that provide help to people. The Social Security program remains the largest. It is financed by a tax paid by all working people. Virtually everyone who works in the United States has seven percent (in 1990) of his or her wages deducted to support the Social Security program. This money is used in several ways:

1. When people reach retirement age – they must be at least 62 – they can stop working and receive a monthly Social Security payment. (Most Americans do not retire until after age 65, however, when the payment is slightly higher.)

2. When a worker becomes disabled and cannot work, he or she is usually eligible for Social Security. Payments are also available to widows and young children of workers who die before retirement age.

3. Older Americans (over age 65) are also eligible for medical and hospital care under a federal government program called Medicare. Although this program does not pay all medical expenses, it does help a great deal. On average, it pays about 74 percent of the money needed for hospital care and about 55 percent of the money needed to pay doctors' fees.

### 3. BENEFIT PROGRAMS

There are a number of other ways in which the federal or state governments help people:

1. Employment Insurance: each state provides money to workers who lose their jobs through no fault of their own. The unemployed worker can receive weekly payments for up to six months while he/she looks a new job. The states also have agencies which retrain workers or help them find new jobs, using information about available work provided by private companies.

2. Veteran's Benefits: Persons who have served in the armed forces can receive inexpensive or cost-free hospital care at special veteran's hospitals.

3. Education: Public schools are located in all states. All children – even children who are not American citizens – must be given a completely free education at these schools. Higher education at a college or university is not free. Young people who qualify (because their family's income is low) can get loans or grants through government programs. Loans must be repaid when the student begins working after graduation.

4. Business: There are certain government agencies which help people to run business.

5. Job Training: Government programs help young people from poor families learn a skill that will get them a good job.

VI. Ask questions on the text. Work in pairs.

VII. Make up your own dialogues using words and word combinations of Part IX.

### Part TEN

#### Word and Phrase List

Listen, read and remember:

1. anniversary to celebrate the anniversary	годовщина отмечать (праздновать годовщину)
2. exhibition to exhibit	выставка выставлять, экспонировать
3. fair the international Trade Fair	ярмарка международная торговая ярмарка
4. links economic links	связи экономические связи
5. benefit profit (syn.) to benefit, to profit (syn.) profitable mutually beneficial contacts	выгода, польза выгода, польза извлекать пользу выгодный взаимовыгодные контакты
6. trust to trust mistrust	доверие, вера доверять, верить недоверие
7. in honour of	в честь
8. on behalf of	от имени
9. on the occasion of	по случаю

#### EXERCISES:

I. Read and translate the sentences:

1. A dinner was given in honour of the distinguished guests at the Grand Kremlin Palace.
2. A group of tourists from France is going to visit the international Trade Fair.
3. Teachers from Leeds University of Great Britain attended the annual music festival.
4. The exhibitors have taken advantage of the enormous assembly of international journalists at the exhibition.
5. The fair has always been the place for introducing new products and new technologies.
6. Multinational corporations have built very attractive stands at the exhibition.
7. A great number of mutually beneficial contracts were concluded during the international Trade Fair held on the occasion of the anniversary of the agreement on economic cooperation.
8. It is already clear that both countries will benefit from their economic links.

II. Insert a possible word combination:

in honour of, on the occasion of, on behalf of, at the invitation of

1. A delegation of the USA National Academy of Sciences visited our country recently ... the Moscow University.
2. A dinner was given ... the distinguished guests.
3. A great reception will be arranged ... the anniversary of the Russian agreement on economic cooperation.
4. The head of the Russian delegation ... the Russian Government conveyed an invitation for a group of British scientists to visit Russia.

III. Read and translate the text:

Dear Sirs,

I have pleasure in inviting you to participate in our exhibition which is organized by the Russian-American joint venture "Cooperation". A Great number of countries and firms will take part in this exhibition, international in character. The display during this exhibition will include a wide range of exhibits which will show the latest achievements in the field of industry of many countries. At our exhibition commercial centres will be established where participants will be able to negotiate the sale and the purchase of different goods. I hope you will consider that this exhibition is of great interest in different fields of industry. We are enclosing a booklet to inform you of the exhibition schedule.

IV. Answer the following questions:

1. Who are the organizers of the exhibition?
2. Who will take part in the exhibition?
3. What will the display of this exhibition include?
4. Where will the participants be able to negotiate the sale and the purchase of different goods?
5. What booklet is enclosed with the letter?

V. Read the text:

### AROUND RUSSIA TO CRADLES

Today when we look at the map of the Moscow metro it is difficult to imagine that several centuries ago the citizens of the capital could not imagine such a huge territory as the city occupies today. The main area was situated on a high hill, the actual place of the Kremlin. The first document that mentions Moscow dates back to the 12<sup>th</sup> century (1147). However we shouldn't forget that at that time the town was already very well developed and could provide all the necessities for the two princes' armies that came to Moscow for a feast. The celebration was luxurious and lasted several days. From these facts it is possible to conclude that the capital is older than it is usually believed to be.

The red walls of the Moscow Kremlin that all Russians are so proud of appeared only during the reign of Ivan III. What was the famous fortress like before? Not so majestic as it is today, of course: simple wooden walls that protected a small territory inside them. So why did the area of the Kremlin constantly grow? Little by little people were building houses around the fortress. Even despite the fact they were not surrounded by the walls, citizens felt more secure near the fortress than somewhere in the depths of the forest. Thus the possibility to fight together against enemies, plus economic reasons, pushed people to live close to the Kremlin.

Wooden walls were good to protect the population; but there was a very dangerous enemy – fire. During many centuries Muscovites lived in a constant fight against this element that offers life but at the same time can take it away in just a few minutes.

In 1336 a new prince – Dmitri Donskoy – ordered a fortress built from white bricks. Its remains exist still today: if we look carefully at the base of the actual Kremlin we will see that it is not red but white. Since that time Moscow was nicknamed “white brick” and the name remained even to the 15<sup>th</sup> century when white walls were replaced by red ones.

Today there are 20 towers in the Kremlin and there is an interesting story connected with one of them – the Spasskaya (Savior) Tower. Once Moscow doctors had to face the same disease of many patients. It was a terrible headache, whose origins remained unclear until the moment when someone suddenly realized that all these problems appeared because of the Savior Tower! It was the entrance to the Kremlin and there was an icon over it. As Russians have always been very religious, all men passing through the gate took off their hats even in winter when it was -30°C outside!

VI. Ask questions on the text. Work in pairs.

VII. Make up your own dialogues using words and word combinations of Part X.

### REVIEW EXERCISES:

I. Read and translate the following words:

consultation, political, commission, debate, dispute, symposium, festival, seminar, assembly, delegation, delegate, leader, candidate, deputy, president, presidium, protocol, credit, confidence.

II. Read and act the dialogues:

#### AT THE AIRPORT

- Excuse me... Are you Mr. Cartwright?
- Yes.
- I'm Vladimir Ivanov, from TST Systems. How do you do?
- How do you do?
- Have I kept you waiting?
- Oh, no... the plane's just arrived. Thank you for coming to meet me.
- Not at all. Did you have a good trip?
- Yes, thank you. I was airsick a bit, but now I'm O. K.
- My car's just outside the airport. Shall my driver take your suitcase?
- Oh, yes... thank you.

#### IN THE CAR

- We are going to our office in the centre of the city. It'll take us about half an hour to get there. Mr. Pospelov is waiting for you.
- What is Mr. Pospelov? Remind me, please.
- He's our General Director. He is going to discuss with you some details of our future agreement.
- What hotel may I stay at?
- We reserved for you a single room with private bathroom at a hotel near the centre.
- That's O. K. Thank you very much.

#### AT THE OFFICE

- I'd like you to meet Mr. Pospelov, our General Director.



- Glad to meet you, Mr. Pospelov.
- So am I. Have you ever been to Kiev, Mr. Cartwright?
- No, it's my first visit to Kiev.
- What are your first impressions of Kiev?
- I like Kiev, it's a very beautiful city and quite different from London.
- I hope you'll enjoy your visit, Mr. Cartwright.
- . . . .
- Let me introduce my staff to you. This is my secretary, Miss Krivenko.
- Nice to meet you, Miss Krivenko.
- Nice to meet you too. Call me Ann.
- I also want you to meet Victor Volgin, our Sales Manager. You've already met Mr. Ivanov.
- What does Mr. Ivanov do?
- He is our Export-Import Manager... Sit down please, Mr. Cartwright. A cigarette?
- Yes. Thank you.
- Would you like anything to drink?
- Er... Yes. I'd like a cup of coffee.
- Ann, could you make coffee for us, please?
- Certainly, sir. What coffee do you prefer, Mr. Cartwright, black or white?
- Black, please.
- With sugar?
- No, thanks.
- By the way, Mr. Cartwright, what are you by profession?
- I'm an engineer. But at Continental Equipment I work as a Sales Manager. Here's my card.
- Let's get down to business, Mr. Cartwright.

III. Представьте, что Вы встречаете представителя английской компании. В аэропорту Вы увидели мужчину, внешний вид которого соответствует описанию того человека, которого Вы должны встретить. Выполните следующие действия:

- а) обратитесь к нему на английском языке и узнайте, тот ли это человек, который Вам нужен;
- б) представьте себя (назовите свое имя и фамилию, а также компанию, которую Вы представляете);
- в) извинитесь за свое опоздание;
- г) спросите, как он долетел;
- д) предложите ему пройти к Вашей машине;
- е) спросите его, не помочь ли ему донести его чемодан;
- ж) представьте себе, что этот человек оказался не тем человеком, который Вам нужен. Попросите у этого человека прощение за беспокойство.

IV. Представьте, что к Вам в компанию приехал представитель иностранной фирмы. Выполните следующие действия:

- а) представьтесь сами и представьте ему сотрудников Вашей компании с использованием следующих выражений:

Let me introduce myself. I am ... .

Let me introduce my staff to you. This is ... . He (she) is ... .

I'd like you to meet ... . He (she) is ... .

May I introduce ... to you. He (she) is ... .

- б) спросите у него, какую компанию он представляет, какая у него должность, из какого города он приехал;
- в) спросите у него, не хотел бы он чего-нибудь выпить; предложите ему сигарету, чашку кофе, чая, сока и т. п.; спросите у него, не будет ли он возражать, если Вы закурите.
- г) назначьте ему встречу для обсуждения важных вопросов на завтра и попрощайтесь с ним.

V. Познакомьтесь с визитной карточкой и ответьте на следующие вопросы:

<p><b>CONTINENTAL EQUIPMENT</b></p> <p>John G. Smith <i>Financial Director</i></p>
<p><i>9 North Road, Brighton, BN1 5JF, England</i> <i>Phone: (0273) 543359 Fax: (0273) 559364</i></p>

- Whose card is this?
- What is he?
- What company is he from?
- What city is he from?
- What is his telephone number?
- What is the address of his company?

Составьте визитную карточку на английском языке для себя. Обратите внимание, что в англоязычных странах адрес пишется в обратной по сравнению с нашей последовательности.

VI. Какими должны быть Ваши ответы на следующие, обращенные к Вам реплики:

- How do you do?
- Glad to meet you.
- Good afternoon!
- Good morning!
- Goodbye!
- Hi!
- How are you getting on?
- How are you?
- Would you like a cup of coffee?
- Thank you very much.

### TEXTS FOR READING

#### Text I HOLDING A MEETING

Meetings are often seen as a waste of time (1), but they are in fact one of a manager's most useful means of communication, whether with subordinates or colleagues – provided they are conducted effectively.

Preparation is essential. Think out your objectives. Why are you holding the meeting? Is it to convey (2) information? To get information? Is it to solve a problem? To initiate some course of action? Identify the specific items that you want the meeting to consider (3). Arrange them in sequence in the agenda (4), allocating a certain amount of time to each, and giving priority to those that are important, rather than those that are merely urgent.

As chairman you are concerned with two things. One is the subject that is being discussed; the other is the people who are discussing it. The first requires giving attention to appropriate procedures, the second, using your leadership skills.

Dealing with the subject means, primarily, making sure that the discussion remains relevant to the items being discussed and to the overall purpose of the meeting. Begin the meeting by stating its purpose. Everyone should have a clear understanding of why it is being held. As you approach (5) each item on the agenda briefly introduce it, stating what the objective is in discussing it.

Keep the discussion relevant. Don't allow people to jump ahead to the next item or to go back to points that have already been dealt with. Make sure that everyone understands what is being talked about and what is being said about it.

After each item has been discussed, briefly summarise the conclusions that have been reached.

As the meeting progresses the most effective form of leadership is probably the one that is least obvious. Avoid answering questions. Pass them on to others. In particular, try not to get involved in arguments. Disagreement is very useful for stimulating thought, but it is better if challenges (6) are answered by other participants. If disagreement, however, becomes heated, and becomes a clash of personalities rather than of ideas, then refuse it. You can do this by asking each to repeat what the other has said to the other's satisfaction; or by drawing a neutral participant into the discussion.

Respond positively to suggestions. These are easier to dismiss than facts or opinions but they are essential if new ideas are to be generated. Those who dismiss them should be invited to put forward alternative suggestions.

Finally, finish the meeting on time. As the end approaches, remind participants that there is a limited amount of time left and encourage speakers to keep their final contributions as brief as possible. By recognising that participants have other demands on their time you are more likely to get a full attendance at future meetings.

## Notes

1. a waste of time	потеря времени
2. to convey	передавать
3. to consider	рассматривать
4. agenda	повестка дня
6. to approach	приближаться, подходить
5. challenge	сложная задача, проблема, вопрос

## Text II

## NEGOTIATING

Successful negotiation is where you get what you want, and the other party is happy with what he gets, where the result is, "I win, you win".

Plan your strategy carefully. Decide first of all what you want to get from the negotiations. What is the best result you could hope for? What is the best result you could realistically expect? What is the minimum you'll accept? Of the different points at issue, which are the most important to you? Which are most important to the other party? What are your strengths and weaknesses (1)? What are theirs? How can you strengthen your position and weaken theirs – before the negotiations begin? What information do you need? Where can you get it? You want the other party to feel

satisfied with the outcome (2) of the negotiations, so consider the disadvantages for him if you get what you want. How can you encourage (3) him to feel that he too has won?

There are a number of factors that affect the negotiating process. Your attitude is one. The higher your aspirations, the better your results. The more committed and determined you are, the better you will perform. The attitude of the other party is important too.

At the centre of all negotiating is the question of power – and it comes from a variety of sources. It comes from knowledge – the more you know about the other party, the more power you'll have. It comes from time – the more time you have to negotiate, the more power you have to negotiate with. But most of all power is in the mind. You need to know that you have it, and you need to know what it's based on. All of these factors – attitudes, personal needs, sources of power – should be considered before you sit down at the negotiating table.

When the negotiations actually begin, it's often a good tactic to start off with a firm demand. Present it in a way that doesn't rouse hostility.

Negotiation, however, usually involves making concessions. But before you start making concessions, find out what the other party wants. Don't let him know what you'll be satisfied with, until you've found out what he'll be satisfied with. Encourage him to present all his demands first, and try not to reveal your own. Then try to secure his agreement to each of your demands, starting with the most important.

Don't be afraid of reaching a deadlock. Be prepared to stop the negotiations and to start again.

Throughout the negotiations, try to keep the relationship friendly. It's easier to get the agreement you want when the other party is well-disposed (4) towards you. Negotiation is about rational choices and logical decisions, but it helps if he likes you. Maintain your integrity (5). You may often hide things from the other party, and you may allow him to form wrong impressions, but it's essential that trust is maintained.

#### Notes

- |                             |  |
|-----------------------------|--|
| 1. strengths and weaknesses | сильные и слабые стороны               |
| 2. outcome                  | результат                              |
| 3. to encourage             | поощрять, содействовать, стимулировать |
| 4. to be well-disposed      | быть хорошо расположенным              |
| 5. integrity                | прямота, честность                     |

### **Text III SOME MORE FACTS ABOUT ADVERTISING**

Whether it's in print or on television, radio, or billboards, advertising profoundly influences our lives. The ads we see, hear, and smell (in the case of open-and-sniff perfume inserts in magazines) affect how we feel and what we think about a wide range of products. Companies pay a lot of money (up to \$1 million for a 30-second Super Bowl spot) to persuade us that their products are the best.

Advertising has a long history in North America. As early as the 1600s, ads were used to attract English settlers to the Colonies. According to historian Daniel Bursting, these brochures contained "hopeful overstatements, half-truths, and downright lies...." Nonetheless, the sale campaign was effective; people came. In the 1700s famous figures were involved in the advertising business, among them Benjamin Franklin, who ran ads in his publications, and Paul Revere, who advertised his handmade false teeth. But it wasn't until the late 1800s, with the boom in mass-circulation magazines, that advertising became the powerful force it is today. Television arrived in the 1940s and created a new, action-packed advertising medium.

Creating a good ad isn't as easy as it might seem. One key is to find the right spokesperson. An effective approach is to have the company president speak. In the 1980s Chrysler's Lee urged

viewers, “If you can find a better car, buy it.” Another is to hire an athlete, such as superstar Michael Jordan (McDonalds, Gatorade, and Nike). Still another option is to create unforgettable characters.

A memorable slogan is helpful as well: “I can’t believe I ate the whole thing”; “Where’s the beef?”; “You deserve a break today”; “It’s finger-licking’ good”; “Just do it”; “See the USA in your Chevrolet”; “We try harder”; “When it absolutely, positively has to be there overnight.”

#### **Text IV      CALENDAR 20<sup>th</sup> CENTURY IN DATES AND EVENTS**

##### **1995**

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On a dismal morning on March 1, 1995, the whole of Russia woke up to the tragic news of the violent death of the popular TV host and the owner of one of this country’s biggest television channels. Vladislav Listyev was found dead with gunshot wounds in the hallway of his house in downtown Moscow. On the day of his funeral, the ORT TV network Listyev had led, broadcast the whole ceremony live as thousands of people flocked in to pay their last respects to the man founded and hosted a number of television shows loved by millions of viewers. Investigators have since been working hard probing various clues but the contract killers and their contractors are still at large.

##### **1996**

\*\*\*

Russia was living through hard times with the government working to stem the continuing economic downfall, keep consumer prices in check and do away with the budget deficit. The political and military crisis in Chechnya loomed large after two years of trying to flush out the local separatists led by Chechen president Dzhokhar Dudayev and restore constitutional legality to the troubled southern republic.

And still, despite all those odds, Russia was slowly hoisting itself out of its protracted morass, stabilizing the economy and introducing a more civilized relationship between its various parties and social groups. Russia’s international role was equally on the rise and in January, Russia joined the Council of Europe.

##### **1997**

\*\*\*

Moscow celebrated its 850<sup>th</sup> birthday in grand style. Those who were here 10 or 15 years earlier had ample opportunity to appreciate the city’s spruced up looks. It was now a European city, clean and more eye-catching. The prices were European-high too, but the more upscale hotels and shops were absolutely up to par with the very best in Europe.

\*\*\*

The death of Princess Diana was probably the most tragic event of the whole year. The British called Diana the “Princess of Heart” and a sign of hope on the dying tree of the British monarchy. Lady Di remained the people’s darling even after she divorced Prince Charles. Unable to endear herself to the Windsors, Lady Diana devoted herself fully to public work, campaigning against land mines and helping the sick and downtrodden. Preoccupied as she was with her diverse charitable activities, Lady Diana shone at formal functions. Becoming a Princess after tying the knot with Prince Charles at the tender age of 19, Diana Spencer agreed to play a very challenging

role that she played to the best of her ability. The tragic end came suddenly. The investigation of the August 31 car crash in a Paris underpass produced more questions than answers. One thing was clear – that with Princess Diana’s departure the British royal court lost the best part of its onetime glamour.

\*\*\*

After the world chess champion Garri Kasparov lost a match to DEEP BLUE supercomputer on May 11, millions of people thought that the last bastion of human ability had finally fallen to the machine. Kasparov’s loss was predated by a hands-down victory he won in the first series. It looked like that easy initial win had somehow lulled the champ, who was visibly not in his best form, to play the second match against the machine which this time went from strength to strength. Or, rather, calculating, at the rate of 200 million options per second, which was such a far cry from the two or three options its human rival could contemplate over the same period of time.

**1998**

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In 1998 The Associated Press was marking its 150 years in the news business. On a sunny day in May, 1848, publisher David Hail invited representatives of New York’s ten biggest newspapers over to his office, suggesting that they join hands in acquiring the latest news from Europe. The participants took their time coming to terms, though, each suspecting the other of foul play, but several hours and as many bottles of whisky later they finally clinched a deal. Back in those days the newspapers were sending reporters out to sea on little boats to meet the ships heading into the New York harbour. Competition was heating up and getting costlier each day and so cooperation would help cut costs. The advent of the telegraph made things easier but the bills were still too high for any single paper to foot. The Associated Press has since become the world’s biggest news agency.

\*\*\*

1998 was the last in the life of the legendary Russian ballerina, Galina Ulanova. Hailed by many as the 20<sup>th</sup> century’s best dancer, Ulanova braved ideological restrictions to become the symbol and the soul of Soviet ballet. Ulanova was the reigning queen of world ballet, her dancing so masterful and refined that no one in the world could best her. Galina Ulanova never struck poses and despised special effects; this was exactly what made her stage images so touching and Ulanova so much loved by millions of admirers everywhere.

2001

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### **LANGUAGES OF THE WORLD, AND THE WORLD OF A LANGUAGE**

The year, 2001, was declared by the Council of Europe “The Year of European Languages”.

That’s why the Research-Methodological Council for Foreign Languages at the Ministry of Education of the Russian-Federation, held the All-Russian Conference “Languages of the World, and the World of Language” on November 27-28, 2001.

The Moscow State Open Pedagogical university named after M.A. Sholohov hosted it. One hundred and twenty teachers of foreign languages, researchers, authors of famous text-books, who selflessly devote their time, minds, efforts and hearts to the noble cause of teaching and learning foreign languages, participated in this conference. It gathered professionals from all parts of Russia and foreign countries: the USA, France, Germany.

The conference became a great forum for exchanging ideas, techniques and experiences, meeting old friends and making new ones, taking a global view on problems of teaching foreign

languages, thinking globally in order to work better locally.

The conference topics under consideration were:

- current theoretical aspects of linguistics,
- language as a means of communication in various social settings,
- intercultural communication for global interaction,
- development of cultural awareness,
- new technologies for language teaching and learning: video films, computers, Internet,
- modern textbooks of foreign languages.

The conference became a good opportunity for the participants to present themselves and learn how the collaboration of teachers, exchange of experience and ideas help them in their everyday work.

At the workshops every participant stressed that now more than ever before teachers of foreign languages have a real need to communicate with each other and at an ever-increasing speed. Their presentations and discussions showed that the teachers of foreign languages have become more sophisticated and knowledgeable.

2002

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### **SALT LAKE CITY 2002**

From 8 to 24 February 2002, Salt Lake City welcomed the XIX Olympic Winter Games.

With 78 events and nearly 2,400 athletes, this is the largest Winter Games ever.

On the evening of 8 February 2002, Utah stepped onto the world stage. Nearly 3.5 billion people around the world watched the Opening Ceremonies of the Olympic Winter Games of 2002. Millions of spectators were also entertained by a variety of on-site performers throughout 17 days of Olympic competition and 9 days of the Paralympic Winter Games.

\*\*\*

### **THERE'S PLENTY NEW IN 2002**

New events have been added to the Olympic Program in time for the 2002 Salt Lake City Games.

The most unusual is the sport of skeleton, which last was included in the Olympics in 1948. Skeleton is like the luge in that the object is to steer your sled down an icy, curved course as fast as possible. But in skeleton the athletes go down headfirst. Skeleton was invented in St. Moritz, Switzerland, and a men's event was added to the program both times the Olympic Winter Games were staged in St. Moritz – in 1928 and 1948. In 2002, men's and women's events will be contested.

Bobsleigh was one of the original Olympic Winter Games sports in 1924 and has been included every time since then, with the exception of the 1960 Squaw Valley Games. In Salt Lake City, a women's bobsleigh event will be added for the first time.

Five events have been added to various disciplines in Nordic skiing.

In Nordic combined contests, the competitors jump two times from a 90-meter hill and ski 15 kilometers the next day. This event has been included in Olympic Winter Games since its inception in 1924. A team event was added in 1988. In 2002, a second Nordic combined event for individuals known as the sprint will make its debut: one jump from a 120-meter hill and a 7.5-kilometer ski race.

Cross-country pursuits have been contested by men and women since 1992. In 2002, these contests will be changed from two-day races to one-day events and the length of the second courses will be shorter. In another move to make the sport – and Olympic Winter Games – more exciting,

the men's 30-kilometer race and the women's 15-kilometer race will begin with a mass start, and the first skier across the finish line will be declared the winner.

Also, cross-country skiing will include 1500-meter sprint races for men and women.

Short track speed skating made its Olympic debut in 1992 and already has proven so popular that an extra event has been added for both men and women. In addition to the 500 meters, 1000 meters and relay, short track skaters in 2002 also will compete at 1500 meters.

In snowboarding, the giant slalom event also will see a change of format. In 1998, the contestants competed one at a time against the clock. In 2002, this event will be replaced by the parallel giant slalom, in which two snowboarders at a time race against each other in a single-elimination tournament.



## BOOK II

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**BOOK II**  
**COOPERATION**  
**INTERNATIONAL COOPERATION**

**Part ONE**

Word and Phrase List

Listen, read and remember:

1. cooperation	сотрудничество
business cooperation	деловое сотрудничество
to establish cooperation	устанавливать сотрудничество
to cooperate	сотрудничать
2. relations	отношения
good-neighbourly relations	добрососедские отношения
trade relations	торговые отношения
business relations	деловые отношения
to improve relations	улучшать отношения
to break (broke, broken) up relations	разрывать отношения
3. contacts	контакты
to maintain contacts	поддерживать контакты
4. trade	торговля
foreign trade	внешняя торговля
5. to develop	развивать
development	развитие
to develop relations, cooperation, trade	развивать отношения, сотрудничество, торговлю
6. to produce	производить
production	продукция
industrial production	промышленная продукция
agricultural production	с/х продукция
7. demand	требование, спрос
to demand	требовать
to be in great demand	пользоваться большим спросом
to meet (to satisfy, to grant, to supply)	
smb's demands	удовлетворять чьи-либо требования
to meet (met, met) the demands	удовлетворять требованиям
demand and supply	спрос и предложение
demand for consumer goods	спрос на потребительские товары
8. exhibit	экспонат, показ, экспозиция
exhibit hall	выставочный зал
to exhibit	показывать (на выставке), выставлять, экспонировать, участвовать в выставке, выставляться
9. exhibition	выставка, демонстрация, показ, экспонат(ы)
industrial exhibition	промышленная выставка
exhibitional	выставочный

## EXERCISES:

### I. Read and translate the following sentences:

1. Office workers who cooperate accomplish a great deal (добиваться больших результатов).
2. The large-scale cooperation between the CMEA states (СМЕА – the council for Mutual Economic Assistance – *государства – члены СЭВ*) is based on the principles of equality and mutual respect.
3. Cooperation in space exploration promotes (способствует) new achievements in science.
4. This oil company supplies large quantities of fuel and raw materials to satisfy the basic needs of production.
5. We are constantly broadening our trade turnover.
6. The trade relations between these enterprises are promoted through a regular exchange of industrial and agricultural goods.
7. – Have you got any advertising materials about your company with you? – Yes, there is a brochure with some data about our company, its history, volume of production, a list of products and our contacts with different firms and enterprises at home, in Russia and Europe.
8. – The samples of your production look attractive, they are something new here, fresh, unexpected design, very original. I think you have a lot of buyers! – Thank you. We try to do our best and our production is really in great demand.
9. – Would you like to develop trade relations with this joint venture? – Certainly. Its production satisfies the demands of our buyers.
10. – Don't forget that we are also interested in cooperation with you. – Thank you very much. I'll try to do my best.
11. Congratulations! This industrial exhibition has been a great success. – Well, everything turned out much better than we expected.
12. What are the results of this exhibition? – We established cooperation with different trade companies.

### II. Give some information on cooperation between Russia and other countries:

1. Russia *develops* (1) *scientific cooperation* (2) with ... (*country*).

(1)	(2)
carries on	wide-scale cooperation
Maintains	commercial (trade) cooperation
Strengthens	business cooperation
Broadens	cultural cooperation
Promotes	mutually beneficial cooperation
Encourages	cooperation in technology
	cooperation in arts
	cooperation in sports

2. Our country *renders aid* (1) to ... (*Country*) in *constructing industrial enterprises* (2).

(1)	(2)
gives assistance	establishing and developing the national health service
renders help	training personnel

offers aid

| educating specialists

III. Listen and act the following situations. Work in pairs.

#### Main Characters

Pauline Turner – secretary from *Woodexport*

Allan Virgo – Managing Director from *Woodexport*

Robert Limberg – Production Manager from *Woodexport*

Situation I: Mr. A. Virgo is talking to Pauline about a letter from Canada

A. V.: We've got a long letter from *Chemotech* in Canada. They are very serious about business contacts with us: Robert Limberg has been very efficient.

P.: What are their terms? Can we meet their terms? What do they want in exchange?

A. V.: They invite us to Canada to a Trade Fair which will take place in a year's time.

P.: Really? But there's so much time before the next year!

A. V.: That's good. Everything must be planned in good time. Now we've got enough time to prepare. Pauline, please ask the production manager to my room by 4 p.m., will you?

P.: Yes, certainly. I'll phone him immediately.

Situation II: Mr. A. Virgo and Mr. R. Limberg talk about their prospects concerning the Canadian partnership

A. V.: Hallo, Robert. You've been fast with realizing your plan.

R. L.: Let's call it luck. *Chemotech* seems to be seriously interested in us. They expect us to use their vanish on our slats and this way make good advertising for their varnish. In connection with that I've got an idea. Couldn't we ask them for one consignment of their varnish on approval just to make our first top-quality slats and take them to the Fair, eh?

A. V.: Hm... To exhibit the samples of our slats and see what response they get from prospective customers?

R. L.: On second thoughts, why only slats? We could take some other samples, too, for example, handles and hafts, toys and wooden souvenirs. I think they all can stand criticism.

A. V.: Well... yes... Not bad idea, though a very bold one, I should say.

R. L.: We've discussed it at our department, everybody seems to be in favour.

A. V.: We could send them a letter proposing that deal.

R. L.: Well, that's the spirit.

Notes:

efficient

умельный;

What are their terms?

квалифицированный

meet the terms

Каковы их условия?

выполнить условия;

in exchange

удовлетворять требования

Trade Fair

взамен

in good time

торговая ярмарка

partnership

вовремя

let's call it luck

партнерство

wooden slat

назовем это удачей

varnish

деревянная рейка

лак

consignment on approval	пробная партия (товаров)
offer	предлагать
exhibit samples	выставить образцы
response	реакция
prospective customer	будущий (возможный, потенциальный)
	покупатель
tool handle	ручка / рукоятка
	инструмента
haft	ручка
stand criticism	выдерживать критику
be in favour of smth.	быть «за», поддерживать что-л.
propose a deal	предложить сделку
That's the spirit	Вот это дело!

IV. a) Answer the questions:

What

- was the aim of *Woodexport*?
- did *Chemotech* expect *Woodexport* to do?
- did *Woodexport* plan to ask from Canada?
- did *Woodexport* intend to take to the Trade Fair?

Who

- invited *Woodexport* to the Trade Fair?
- has contacted the Canadians from *Woodexport*?

Why

- was *Chemotech* interested in cooperation?
- did *Woodexport* need Canadian varnish?
- was *Woodexport* so keen on exhibiting its products in Canada?

b) Now form more questions on the text and see if your partner(s) can answer them. Be prepared to answer them. Be prepared to answer their questions, too.

V. Read the text:

### APPLE COMPUTER

In 1975 two young college dropouts started the personal-computer revolution. Working out of a garage, Steven Jobs, a video game designer, and Stephen Wozniak, a self-taught electronics wizard, built a small tabletop machine that they called the *Apple Computer*.

The next year they introduced the handmade *Apple I* and sold 600 of them, mostly to hobbyists. In 1977 they came out with *Apple II*, a typewriter-size machine that led the industry for five years. Those who were trained on old-fashioned, room-size computers simply could not take *Apple* seriously. For some, it seemed too easy to use. But that didn't stop Jobs and Wozniak from coming out with the *Macintosh* in 1984. Because this radically different computer came with a hand control called a mouse, users didn't have to type commands. It took only hours, rather than weeks, to learn how to use the *Mac*.

V. Ask some questions on the text to your partner. Try to act it as a dialogue.

VI. Make up your own dialogues using words and word combinations of Part I.

## Part TWO

### Word and Phrase List

Listen, read and remember:

- |  |   |
|--|---|
| 1. market  | рынок   |
| the World Market   | мировой рынок   |
| the domestic market  | внутренний рынок  |
| financial market   | финансовый рынок  |
| commercial market  | торговый рынок  |
| labour market  | рынок труда   |
| the competitiveness of market  | конкурентоспособность<br>рынка                                      |
| 2. export  | вывоз, экспорт  |
| to export  | вывозить,<br>экспортировать   |
| to export equipment, machinery,<br>fuel, raw materials, oil                          | экспортировать<br>оборудование,<br>машины, топливо, сырье,<br>нефть |
| 3. import  | импорт, ввоз  |
| to import  | ввозить, импортировать  |
| 4. goods   | (употребляется с гл.<br>в ед. и мн. числе)                          |
| to manufacture export goods  | товар, товары<br>производить товары<br>на экспорт                   |
| consumer goods   | товары народного<br>потребления                                     |
| 5. purchase  | закупка   |
| to purchase,<br>to buy (bought, bought) (syn.)<br>to purchase (buy) industrial goods | покупать, закупать<br>закупать промышленные<br>товары               |
| 6. sale  | продажа, сбыт   |
| to sell (sold, sold)   | продавать   |
| 7. delivery  | поставка  |
| to deliver   | поставлять  |
| 8. firm  | фирма   |
| 9. partner   | партнер   |
| a reliable partner   | надежный партнер  |
| a trading (trade) partner  | торговый партнер  |
| 10. a joint venture  | совместное предприятие  |
| to set (set, set) up a joint venture   | создавать совместное<br>предприятие                                 |
| 11. an order for   | заказ на ч/л  |
| to receive orders for  | получать заказы на ...  |

## EXERCISES:

### I. Read and translate the following sentences:

1. If you are looking for a reliable and easy access to the financial market in Russia MICEX (Moscow Interbank Currency Exchange) is the best choice!
2. MICEX accounts for 75% of the total turnover of Russia's exchange - related financial markets, trading in more than 100 shares with total capitalisation about 850 bln.
3. The United States' decision to slash (резко сокращать) steel imports has angered (вызывать гнев) steel exporters across the world, who might be barred from (лишать, обдирать) the American market.
4. Importer nations are worried that local producers might be ruined by steel dumping (наводнение рынка дешевым товаром) on the part of such big exporters as Russia, Japan, and China if they are refused access to the U. S. market.
5. Over the next 20 years, Airbus Industries hopes to sell at least a thousand A-380 airbuses.
6. Intention to buy the "plane of the future" has already been expressed by eight international airlines.
7. During five years a lot of different joint ventures were set up in this industrial region.
8. – Have you got any reliable partner? – I'm lucky. I have some reliable trading partners. They deliver goods of high quality.
9. – How often do you receive orders for such kind of goods? – It depends on many factors. But right now we are waiting for the order for a large-scale delivery of machine tools.

### II. Choose the nouns from the list below which may go with the following words:

cooperation, relations, contacts, economic links, aid, exchanges, an agreement, a treaty, a contract, an enterprise, a protocol, goods, products, equipment, national personnel

#### (A)

to establish	to promote	to expand	to sign	to train
to	to purchase	to render	to give	
manufacture				
to maintain	to develop	to deliver	to sell	

#### (B)

advantageous	Economic	close	cultural
fruitful	Mutual	friendly	foreign
business	Stable	domestic	long-term

### III. Listen and act the following dialogues:

#### A. AN INVITATION TO A CONFERENCE

*Petrov:* Petrov speaking.

*Mr. Dixon:* Hello, Mr. Petrov. Can I speak to Mr. Ivanov, please?

*P:* Mr. Ivanov is away and he'll be back at the end of next week. Can I help you?

*D:* This is Dixon from the Department of Transportation (1). I wonder whether Mr. Ivanov has received our invitation to the conference on "Transportation and the Environment"?

*P:* Yes, he received your invitation but unfortunately he won't be able to come, as he'll be away at that time. I believe he's sent you a letter to that effect.

D: That's too bad. Could somebody else come?  
P: I'll speak to the Counsellor and let you know later.  
D: Thank you. Hope to hear from you soon. Bye.  
P: Goodbye.

## B. AT THE OFFICE EQUIPMENT EXHIBITION

*Salesman (to Mr. Brown):* It's a very useful little machine. It can take phone messages when there's no one in the office.  
*Mr. Brown:* That would be an advantage. We're very understaffed at the moment.  
*Salesman:* And you can dictate your letters into this taperecorder if the secretary isn't available.  
*Mr. Brown:* Would you mind if I looked at other models?  
*Salesman:* Not at all, sir. But unless you want to pay a lot more, you won't find a better one.  
*Mr. Brown:* I'd better see what the boss has to say about it.  
*Salesman:* Yes. Take this descriptive brochure with you. Would you like our representatives to call at your office?  
*Mr. Brown:* I'll let you know, shall I?  
*Salesman:* Thank you. Here's my card. That phone number will usually get me.

Notes:

- |    |                              |  |
|----|------------------------------|--|
| 1. | Department of Transportation | департамент (управление)<br>транспорта |
| 2. | That would be an advantage.  | Это действительно<br>преимущество.     |

IV. Find in the dialogues English equivalents for these word combinations and sentences.

1. конференция по проблемам транспорта и окружающей среды
2. если нет секретаря
3. но если вы не хотите платить гораздо больше
4. чтобы наш представитель зашел к вам в контору

V. Translate into English.

1. – Попросите, пожалуйста, г-на Королева.  
– Г-н Королев в отъезде. Могу ли я помочь вам? Говорит Иванов.  
- Здравствуйте, г-н Иванов. Говорит Джексон из Министерства торговли (Board of Trade). Не знаете ли вы, получил ли г-н Королев наше приглашение присутствовать на открытии автомобильной выставки?  
- Да, он получил приглашение и послал подтверждение вчера. Он сможет присутствовать на открытии выставки. Он возвращается послезавтра.  
- Спасибо.
2. – Я надеюсь, вам понравится тот станок (machine tool).  
- Это ваша последняя модель?  
- Да. Причем наш станок стоит дешевле, чем станки других фирм.  
- Есть ли у вас проспект?  
- Вот, пожалуйста. Вы можете взять его.  
- Спасибо. Я подумаю и сообщу вам на следующей неделе о нашем решении.

VI. Dramatize these situations.



1. A foreign colleague phones you to invite to the conference “*Chemistry and Environment*” (“*Electric Power Stations and Environment*”, etc.).

a) Accept the invitation and thank him.

b) Say you cannot accept the invitation as you will be away at that time.

2. You are invited to attend an International Trade Exhibition. Walk along the stands and choose models that may be of interest to you. Discuss their advantages and disadvantages with the company’s representatives.

### REVIEW EXERCISES:

I. Read the following international words and compare them with the Russian equivalents:

- |               |                 |
|---------------|-----------------|
| a) export (v) | export (n)      |
| import        | import          |
| b) cooperate  | cooperation     |
| coordinate    | coordination    |
| demonstrate   | demonstration   |
| illustrate    | illustration    |
| integrate     | integration     |
| associate     | association     |
| communicate   | communication   |
| c) transport  | transportation  |
| d) organize   | organization    |
| normalize     | normalization   |
| specialize    | specialization  |
| centralize    | centralization  |
| utilize       | utilization     |
| e) intensify  | intensification |

II. Substitution Drill:

to develop	business	cooperation
to maintain	cultural	relations
to establish	economic	links
to break up	commercial	trade
to purchase	scientific	goods
to deliver	stable	venture
to sell	foreign	production
to set up	good-neighbouring	contacts
	industrial	enterprise
	joint	

III. Express the following idea in one word:

1. to work or act together to bring a result
2. a public place where goods are bought and sold

3. to sell goods to another country
4. to bring in goods from a foreign country
5. things that can be bought and sold
6. that which is produced by industry
7. a gathering of people for buying and selling goods (often with amusements)

IV. Read, translate and make up some sentences:

1. cooperation, economic cooperation, cooperation between Russian enterprises and Western firms, to welcome cooperation, to promote economic cooperation, to cooperate on a broad scale;
2. relations, commercial relations, to set up business relations, to break off diplomatic relations;
3. trade, to trade, trade links, foreign trade, trading partners, trade relations;
4. market, a home market, the financial market.

V. Make up dialogues using the following questions:

- a) 1. What firm are you from?  
 2. Do you sell or buy goods?  
 3. What goods do you sell to foreign firms?  
 4. What goods do you buy from foreign firms?
5. Are these goods of high quality?  
 6. Are your (their) goods in great demand?
- b) 1. Is there any joint venture in your region?  
 2. By what enterprises is it set up?  
 3. What goods does the joint venture produce?  
 4. Are the goods of high quality?  
 5. Have you received many orders for the goods?

VI. a) Listen and act the following situation.

Situation: Allan Virgo makes a report on the results of the Trade Fair at the board meeting and the members of the board are discussing what to do next.

\*\*\*

Robert Limberg: Thank you. You put us nicely in the picture of your trip. You seem to have been very successful.

A. V.: We have no time to waste. We have to strike the market while it's interested in us.

R. L.: We have to invite all those interested in us to our firm and show them what we have.

Mark Link: A sort of conference, where everybody could develop his ideas on production of wooden things and suitable paints and varnishes.

A. V.: That's a good idea! If we start the ball rolling, send out invitations, draw up a programme and reserve accommodation in good time, we'll be able to organize it by spring of the next year, let's say in March, hm?

R. L.: Aren't you too hasty? Can we manage?

A. V.: No, things are decided fast abroad. If we want to keep pace with them, we'll have to be fast, too. Pauline, you find out about accommodation and see about the invitations.

\*\*\*

Peter Silver: Whom should we invite?

A. V.: First of all our Canadian partners, and then all others interested in our production, mainly European firms.

R. L.: Oh yes, transportation problems are easier to tackle, if any agreements come to term.

P. S.: You pointed out that Hungary and Denmark were interested in our wooden toys and handles.

A. V.: Yes, but we can't forget Germany and Sweden, our old clientele.

R. L.: We should invite some people from our neighbouring republics as well.

A. V.: We'll invite everybody whom we deal with. Representatives from Latvia and our wood suppliers from Russia.

P.: A list should be drawn up and then I can send out preliminary invitations so that they could inform us about whether they would be coming and making reports or not. Then we could send them a detailed invitation with the conference programme.

A. V.: A clever girl you are, Paula. That's the idea. Well, our meeting has been going on long enough. Gentlemen, please give a thought to whom

B. you'd like to invite and bring me the names and addresses the first thing tomorrow morning. Right?

R. L.: Good. Bye then.

A. V.: See you tomorrow.

#### Notes:

put smb in the picture

sound promising

strike the market while it's interested

in us = strike the iron while it's hot

start the ball rolling

accommodation

hastily

keep pace

first of all

transportation problems

tackle

point out

clientele

representative

supplier

preliminary

ввести кого-л. в курс дела

(это) звучит

многообещающе

проникай на рынок, пока

тобой

интересуются;

куй железо, пока горячо

дать делу ход

квартира; жилье

поспешно

идти в ногу

во-первых

проблемы транспорта

пытаться решить; взяться

за дело

подчеркнуть; указать

клиентура

представитель

поставщик

предварительный

b) Say whether the statements are True or False. Give comments in each case.

1. Peter Silver makes a report on the results of his trip to Canada.
2. The board members are satisfied with the report.
3. *Woodexport* has no time to waste.
4. *Woodexport* plans to organize a big sale.
5. Paula has to find out about the meals for the guests.
6. They intend to invite people from Japan, France and Austria.
7. Hungary is interested in buying folding furniture.
8. Russia supplies *Woodexport* with wood.

9. The date of the conference is fixed: the 15<sup>th</sup> of April next year.
10. Preliminary invitations will precede detailed invitations.

c) Give it in English!

товарообменная сделка; терять время; дать кому-либо ясное представление о чем-либо; подходящий цвет; коммерческая сделка; наладить дело; заслуживающий доверия; идти в ногу с (не отставать); излишне торопиться; клиентура; размещение в гостинице; приглашение (заблаговременное); соседняя республика; скидка/снижение цены; представитель; снабженец/поставщик; делать доклад; хорошая мысль; составить список; собрание правления/руководства.

## TEXTS FOR READING

### Text I WHAT EVERY EXPORTER SHOULD KNOW

If you have a potential product you would like to export, do the following:

1. Contact the local branch of the Chamber of Foreign Trade to get information on export procedures.
2. Carry out a research study in the country or countries concerned.
3. Participates in foreign trade fairs to make your product known, and to learn what changes will be necessary before you start.
4. Decide what channel of export you will use. You may choose from
  - a) an export agent or wholesaler (оптовый торговец) in your own country
  - b) an import agent or commissioner in the foreign country
  - c) a sales organisation of your own, or direct sales.
5. Make status inquiries as early as possible to secure payment.
6. Have your export advertising and leaflets carefully planned and translated by advertising experts either abroad or at home.
7. Check that your patents are valid in the country or countries concerned.
8. Have your name listed in international business directories and calendars in order to find useful connections, and put advertisements in relevant papers in the country of export.
9. See that you have all the documents required by the Russian authorities.
10. Employ a suitable person to represent you abroad, one who can speak fluently the language of the country in question.

### Text II DOCUMENTS NEEDED IN FOREIGN TRADE

The layout of documents and forms in international trade has been standardized by the UN Economic Commission for Europe (ECE). It is based on the idea that the same piece of information is always to be found in the same place on the document in trade with all countries. For this purpose, a master guide booklet has been published in many countries, including most European countries, the USA, etc.

The following export trade documents may be written out simultaneously:

Packing List Commercial Invoice / Consular Invoice
---

Certificate of Origin	- to indicate the country the goods have been made in
Insurance Certificate	
Movement Certificate	- (Eur 1) to prove the origin of the goods
Consignment Note	- for rail or truck transport
Air Waybill	- for air transport only
Bill of Lading	- for transport by sea, and given by the shipowner
<i>Combined Transport Document</i>	

### Text III

### HIRE-PURCHASE

Read these paragraphs and then answer the questions that follow.

This system of buying goods became very common during the first half of the twentieth century. Today a large proportion of all the families in Great Britain buy furniture, household goods and cars by hire-purchase (покупка/продажа в рассрочку). In the USA, the proportion is much higher than in Great Britain, and people there spend over 10 per cent of their income on hire purchase installments.

The goods bought by hire-purchase are, in almost every case, goods that will last - radio and television sets, washing-machines, refrigerators, motor-cars and motor-cycles, and articles of furniture.

The price of an article bought in this way is always higher than the price that would be paid for cash. There is a charge for interest. The buyer pays a proportion, perhaps one-quarter or one-third, of the price when the goods are delivered to him. He then makes regular payments, weekly or monthly, until the full price has been paid. The legal ownership of the goods remains with the seller until the final payment has been made.

Hire-purchase has advantages and disadvantages. It helps newly-married couples with small incomes to furnish their homes. It increases the demand for goods, and in this way helps trade and employment. If families are paying each month installments on such household goods as a washing-machine and a car, they can spend less money (or perhaps no money) in useless or perhaps harmful ways, for example, on too much alcoholic drink.

There is, however, the danger that when trade is bad, hire-purchase buying may end suddenly and make trade much worse, with, as a result, a great increase in unemployment. This is why, in some countries, the Government controls hire-purchase by fixing the proportion of the first payments and the installments.

1. Is the hire-purchase system common in your country? If so, what goods are most commonly bought by this system?
2. What do we all have to pay if we borrow money?
3. What interest can you get on money lent to your Government?
4. Is the first payment for hire-purchase usually the same as the following payments or is it usually higher?
5. When does the buyer receive delivery of the goods he buys?
6. When do the goods become the property of the buyer?

7. If a buyer fails to pay his installments regularly, can the seller, in your country, take the goods back?
8. How does hire-purchase help to keep employment high?
9. How much of the family income is it wise, in your opinion, to use for hire-purchase payments?
10. Is the proportion of the total price for hire-purchase goods decided by law in your country, or are the sellers free to decide this without government control?
11. What, in your opinion, are the advantages of the system?
12. What do you think is the chief argument against the system?

## ORGANIZATIONS AND MOVEMENTS

### Part THREE

#### Word and Phrase List

Listen, read and remember:

- |  |   |
|--|---|
| 1. association   | 1) общество, ассоциация, объединение  |
|  | 2) общение, близость, дружба  |
| 2. organization  | 1) Организация приведения в систему   |
|  | 2) устройство, формирование, организация  |
| mass organization  | массовая организация  |
| non-governmental organization  | неправительственная организация   |
| the organization of a new government   | формирование нового правительства   |
| the United Nations Organization (UNO)  | Организация Объединенных Наций  |
| the United Nations Educational Scientific and Cultural Organization (UNESCO) | Организация Объединенных Наций по вопросам образования, науки и культуры (ЮНЕСКО) |
| religious organization   | религиозная организация   |
| trade union association  | профсоюзная организация   |
| to set up an organization  | учредить организацию  |
| to found (to establish) an organization                                      | учредить организацию ( <i>syn.</i> )  |
| 3. to number   | насчитать   |
| The organization numbers 30,000 members.                                     |   |
| 4. to represent  | представлять  |
| representative   | представитель   |
| 5. movement  | движение  |
|  | (общественная деятельность)   |
| popular movement   | народное движение   |
| youth movement   | молодежное движение   |
| peace movement   | движение за мир (движение сторонников мира)                                       |
| the movement for nuclear free zones  | движение за создание безъядерных зон  |
| the movement against international terrorism                                 | движение против международного терроризма   |
| the movement for stopping nuclear tests                                      | движение за   |

the movement for the protection of the environment	прекращение ядерных испытаний движение за сохранение окружающей среды
6. to be in the movement	быть в центре событий, принимать участие в общественной жизни
7. campaign	кампания; борьба
electoral campaign	выборная кампания, предвыборная борьба
propaganda campaign	пропагандистская кампания
to initiate a campaign	начать кампанию
8. to campaign	проводить кампанию
to campaign for smb.	агитировать за кого-либо (на выборах)
9. to sign	подписывать
to sign a document	подписать документ
to sign a letter (a petition)	подписать письмо (петицию)
10. signature	(собственноручная) подпись
to put one's signature (to a document),	
to affix one's signature (to a document)	поставить свою подпись под документом
to collect signatures in support of smth.	собирать подписи в поддержку чего-либо

#### EXERCISES:

##### I. Read and translate the following sentences:

1. The United Nations Organization was founded in 1945.
2. New efforts are being made to break the deadlock between the opposite forces. A special United Nations envoy (посланец, представитель) had talks with the representatives of both sides.
3. "The nuclear tests will worsen the ecological situation", - said the head of the Ecology Commission.
4. Green Peace movement initiated a campaign to collect signatures in support of stopping nuclear tests.
5. Finally the bill must be signed by the president who has the right to veto it.
6. The US Congress consists of two houses: the House of Representatives and the Senate.
7. In the United States most church property and contributions to religious organizations are tax exempt.
8. I remember his being in the movement that day.
9. I benefited much from my association with him.
10. We collected signatures in support of this candidate during electoral campaign.
11. Representatives of this youth movement campaigned for their leader.
12. The organization represents various groups of people.
13. The organization proclaimed the protection of the environment as its main goal.
14. Different progressive movements call on their members to campaign for peace.
15. The participants of the festival agreed upon the most important problems of our time.
16. The number of participants amounted to 60,000 people.

##### II. Answer the questions on the United Nations. The following words and word combinations will help you:

to maintain peace and security  
to take collective measures  
to preserve peace on Earth  
to suppress acts of aggression  
to solve disputable problems through negotiations  
the principle of equal right and self determination of peoples

1. When was the United Nations Organization set up?
2. What countries ratified the Charter of the organization?
3. What is the main objective of the United Nations?
4. What should the UNO members do to that end (в этих целях)?
5. The United Nations Organization is to develop friendly relations among nations, isn't it?
6. What principle is taken as the basis of this development?

III. Fill in the missing prepositions and adverbs.

The full name ... the organization is the United Nations Educational, Scientific and Cultural Organization. It was set up ... 1946. The main objective ... the organization is to spread ideas of humanism and peace ... the world. ... that end its members are to take effective measures to reconstruct international cooperation, to contribute ... humanity's scientific and cultural progress, to preserve peace ... Earth.

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(of; to; in; throughout; of; on; to)

IV. Comment on what newspapers publish. Give your own short reports on the same subjects:

#### A. FROM FRONT PAGE

The first attempt to create a large-scale movement was made in the troubled summer of 1932. A peace campaign was launched in Europe in response to a call by the distinguished humanists Henri Barbusse and Romain Rolland. The French writers' suggestion that a world anti-war congress be convened was supported by Maxim Gorky of Russia, Heinrich Mann and Albert Einstein of Germany, Theodore Dreiser of the United States and by hundreds of thousands of people the world over.

#### B. THE PUGWASH MOVEMENT

The Pugwash movement came into being in 1955 in response to an Appeal by Bertrand Russell, Albert Einstein, Frederic Joliot-Curie and 8 other of the world's most distinguished scientists to their colleagues "to assemble in conferences, to appraise the dangers that have arisen as a result of the development of weapons of mass destruction". The conclusions of the Russell-Einstein Manifesto are as applicable today as on the day it was written: "There lies before us, if we choose, continued progress in happiness, knowledge and wisdom. Shall we indeed choose death because we cannot forget our quarrels? We appeal as human beings to human beings. Remember your humanity and forget the rest. If you cannot do so, there lies before you the risk of universal death."

The first Pugwash Conference took place in Pugwash (Canada). Since then the Pugwash Conferences have been meeting once or twice a year.



### C. US BASES OUT OF BRITAIN!

We condemn the presence of over 150 American military and nuclear missile bases in Britain. We firmly believe that these bases threaten world peace, and make Britain a prime target in the event of a war (which could lead to the death of countless millions in this country and worldwide).

We therefore call for the removal of all American bases from Britain and for urgent measures to stop nuclear tests and the arms race, and to eliminate nuclear weapons throughout the world.

### D. BRITAIN «WORST FOR WASTE»

Britain's reputation for waste (отходы) is among the worst in the European Community, making it a prime target for the European Year of the Environment. A family of four in Britain uses on the average each year and then throws away six trees worth of paper, 112lb. (libra - фунт) of metal and 90lb. of plastics. The European Year of the Environment is intended to focus attention on the reckless (безрассудный) consumption of raw materials and energy, the decay of forests and pollution in general.

V. Ask your friend about the previous text:

1. what the headline of the article is;
2. what questions the article deals with;
3. what Britain's reputation for waste is;
4. what fact the author of the article gives the readers;
5. how you see the problems of the environmental protection.

VI. Read the text. State the main problems discussed in the article.

### IT DEPENDS ON YOU!

Whether there is to be peace on Earth depends on Man. On him depends whether human civilization is to last or to perish in a nuclear catastrophe.

At the dawn of the nuclear age, in the late forties, mankind's finest minds found the key to the future. Irene and Frederic Joliot-Curie, Alexander Fadayev and Ilya Ehrenburg, Pablo Picasso and Pablo Neruda initiated that great movement of our time – the peace movement.

Today everyone wants peace, but not everyone yet realizes that peace cannot be assured by armed forces or by imposing one's own way of life on others. Not all are able to rise above prejudice and to extend a hand of friendship to neighbours. Not all realize that peace must be fought for.

Russian people do realize this. They are all at one with their government, which has offered the world a programme to rid the planet of nuclear weapons.

The people of other countries also realize this.

The health of our planet, its very life is in your hands. Who will come to its aid if not you, men and women everywhere?

This realization is bringing together many anti-war movements. Different parties, mass trade union and youth organizations, uniting millions of working people, take an active part in the world-wide movement for peace and against the threat of nuclear war.

The role of the world progressive movements in the struggle for peace and disarmament is growing and the number of progressive organizations is increasing. We all know such organizations as the World Peace Council, the World Federation of Democratic Youth, the

Women's International Democratic Federation, the World Federation of Trade Unions, the UNESCO.

The activities of these organizations assume various forms. The world public hold congresses and festivals, organize meetings, demonstrations, campaigns, marches, goodwill games, deliver solidarity messages and petitions, collect donations and signatures. They try to solve such global problems as political and military détente, general and complete disarmament, racial discrimination, protection of the environment, space exploration and a lot of other problems in the interests of all mankind.

Time isn't waiting. It's calling for action. There is room for every person, for every organization, for every state in the common effort to deliver mankind from the nuclear burden. No one can be neutral since what is at stake is our lives, the lives of our children and grandchildren.

VII. Review the articles on the problems of progressive movements in fresh newspapers. Pay special attention to the activities of anti-war organizations and cooperation of scientists in the struggle for environmental protection.

## Part FOUR

### Word and Phrase List

Listen, read and remember:

- |   |  |
|---|--|
| 1. to depend on (upon)                              | зависеть от  |
| to get (got, got) independence                      | получать независимость                               |
| to gain (to win) independence                       | завоевать независимость                              |
| to protect the country's independence               | сохранять независимость страны                       |
| to grant independence                               | предоставлять независимость                          |
| the movement for independence                       | движение за независимость                            |
| independent   | независимый  |
| 2. sovereignty                                      | суверенитет  |
| sovereign   | суверенный   |
| a sovereign state                                   | суверенное государство                               |
| to strengthen sovereignty                           | укрепить суверенитет                                 |
| 3. free   | свободный  |
| to win (won, won) freedom                           | завоевать свободу                                    |
| 4. integrity  | целостность  |
| to guarantee the territorial integrity of a country | гарантировать территориальную целостность страны     |
| 5. policy   | политика   |
| to pursue a policy                                  | проводить политику                                   |
| 6. ally   | союзник  |
| alliance  | союз   |
| in alliance with                                    | в союзе с ...  |
| 7. to unite   | объединять   |
| unity   | единство   |
| 8. equal  | равный   |
| equality  | равенство  |
| unequal   | неравный   |
| unequality  | неравенство  |
| 9. sanction   | санкция  |
| to apply various sanctions against some country     | применять различные санкции против какой-либо страны |

to impose political (economic, trade) sanctions against some country	применять политические (экономические, торговые) санкции против какой-либо страны
to lift sanctions	отменить санкции
10. embargo	эмбарго, запрещение, запрет
to use economic (trade) embargo (on)	использовать эмбарго в области экономики (торговли)

### EXERCISES:

#### I. Read and translate the following sentences:

- All people are born equal.
- Our country pursues a policy of friendship and peaceful coexistence of all peoples.
- Commonwealth of Independent States unites 12 sovereign states.
- The Court stressed that a free press means freedom from government censorship.
- Independence Day is one of the most important patriotic holidays in the United States.
- Under the Soviet Constitutions all nationalities in the country enjoyed equal rights.
- The Prime Minister told a news conference that the main aim of the policy pursued by the government was to defend peace, democracy and human rights.
- The sovereignty of developing countries should be strengthened.
- Whether there is to be peace on Earth depends on Man. On him depends whether human civilization is to last or to perish in a nuclear catastrophe.
- Each country has the right to territorial integrity, the right to equality and independence.
- The right of all people is to control their own destiny.
- Every country has the right to control its national resources.
- Russia pursues the policy on non-interference in other states affairs.
- The USA imposed political sanctions against Iraq.

#### II. Fill in the missing prepositions and adverbs.

- The speaker called ... strengthening unity.
- The policy pursued ... the new administration is aimed ... reducing the danger ... a new war.
- The new independent states are ... that decision because it would mean interference ... their home affairs.
- The United Nations Organization stands ... full equality ... nations.
- In 1776, the thirteen weak British colonies ... America united and told that ... now on they would be free and independent states.
- ... these rights are the freedom ... religion, speech, and the press.
- These electoral votes are equal ... the number ... Senators and Representatives each state has ... Congress.

---

(among; of; to; of; in; by; at; of; against; into; for; of; in; from)

#### III. Read and translate the text.

In 1776, the thirteen weak British colonies in America united, stood up, and told that from now on they would be free and independent states. The Revolutionary War (1776-83) followed and a new republic was founded.

American Constitution, the oldest still in force in the world, sets the basic form of government: three separate branches, each having powers over the others.

For example, the House of Representatives controls financial policy, and the President must have its agreement for his proposals and programmes. He can not declare war without the approval of Congress. In foreign affairs, he is also strongly limited. Any treaty must first be approved by the Senate. The policy a President wants to pursue, therefore, is often a different thing from what a President is able to do.

In the first ten Constitutional Amendments known together as the Bill of Rights, Americans stated the fundamental rights of any American. Among these rights are the freedom of religion, speech, and the press.

IV. Read the text and ask your own questions on it. Work in pairs.

## THE UNO

*Speaker 1:* The United Nations Organization is an international organization to which nearly all the countries in the world belong. Its head offices are in New York City. Then UN tries to make sure there is peace in the world and that all countries work together to deal with international problems. The United Nations Convention on the Rights of the Child sets out in a number of statements called articles, the rights which all children and young people up to the age of 18 should have. The rights should apply to young people everywhere whether they live in rich or poor countries.

Russia agreed to the UN Convention on the Rights of the Child in 1989.

*Speaker 2:* Nowadays more and more social problems are associated with being young. Today it is fashionable to speak about teenage problems. A few years ago alcohol, fights, killings and other kinds of violence were more problems for adults than for young people. But now, as official reports admit, violence, AIDS, drugs and alcohol are more and more associated with youngsters. For many children from poor families, violence, drinking problems and all that is associated with poverty becomes more real than reality.

The government's surveys show that every fifth teenager who was arrested for criminal actions, was younger than 14 and could not be sent to prison. Almost half of the teenagers have experience with drugs, alcohol and sex under age 16. A lot of teenagers who have drug or alcohol addiction almost never believe that they are dependent. These things are often combined with family and school problems. What makes young people do these things? What is done by society to protect youth or help them?

To these and some other questions we'll try to answer today.

*Speaker 3:* Everyone has rights, including you. To protect children's rights the United Nations has worked out an international agreement called the United Nations Convention on the Rights of the Child. According to this Convention: all children have the right to non-discriminations (Article 2); All children have the right to life (Article 6); All children have the right to name and nationality at birth (Article 7); Children have the right to express their views (Article 12); Children have the right to meet other people (Article 15); Children have the right to privacy (Article 16); Children have right to Information (Article 17); Children have the right to protection (Article 19, 32); Disabled children have the right to take a full and active part in everyday life (Article 23); Children have the right to health and health care (Article 24); Children have the right to education and development (Article 28, 29); Children have the right to leisure (Article 31).

*Speaker 4:* In my speech I'll try to explain some rights given by the UN Convention for young people. What are all these rights about?

1) The right to name and nationality at birth means that all children must get a name when they are born and become a citizen of a particular country.

2) The right to express their views means that children can say what they think. What they say must be listened to carefully.

3) The right to education and development means that children should have the best chance to develop their abilities. Every child can go to school. Different kinds of secondary schools should be available for children. Schools should help children develop their skills, teach them about their own and people's rights and prepare for adult life.

4) The right for disabled children to take a full and active part in everyday life means that such children must be helped to be as independent as possible.

5) The right to non-discrimination means that children can join organisations, take part in meetings and peaceful demonstrations which do not affect other people's rights. All children should have the rights whatever their race, sex, religion, language, disability, opinion or family background.

6) The right to health and health care means that all children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water. The government must give children good medical care and try to reduce the number of deaths in childhood.

7) The right to protection means that the government should protect children from harm, cruelty, abuse and dangerous drugs.

*Can rights and laws be different in different countries? I'm 16 now; but I have no right to drive a car. Why can teens of my age drive a car in other countries?*

*Speaker 5:* Most age rights and laws in the United States are similar to those in other countries. But many of them can differ from one state to another. Different places can have different laws about driving, drinking alcohol, smoking, and so on. In most the legal driving age is 16 or 18. But in some communities, teenagers with driving rights can drive alone after the age of 14 or 15, but only in the daytime. Some Americans think that it isn't reasonable, because teenagers are too young. Another example: most people know that states in the US have different laws about the legal drinking age. In most states no one under 21 can buy alcohol in public. Some people put the can in a paper bag and drink; nobody can see the beer, but still it is not legal.

*What laws and age limits are there in Great Britain?*

*Speaker 6:* The British Government joined the UN Convention on the Rights of the Child in 1991 and worked out some documents with age limits for some activities for British children.

*At Sixteen.*

You can leave school. But you are entitled to receive full-time education until you are 19.

The law permits you to work full-time, if you have left school.

You can leave home without your parents' consent.

You can apply for your own passport.

You can buy cigarettes, the law allows a young person to smoke at any age.

You can buy liqueur chocolate.

You have to pay full ticket on trains and on buses and the Tube in London.

You can marry if your parents permit you to do it.

*At seventeen.*

You can get a license to drive a car and ride a motorbike.

Girls can join the army.

You can buy any firearm (guns or ammunition).

*At eighteen.*

You are an adult. You do not need your parents' permission for married, vote, borrow money and drink alcohol.

*What can you tell us about the rights of children in our country. Do they need any protection?*

*Speaker 7:* According to mass media reports the life of teenagers in Russia has changed greatly over the last ten years. The experts admit that the crimes being done by teens have increased 17% since 1991. Every 10<sup>th</sup> crime is done by teenagers. In 1997 about 170,000 teenagers were put into prison. 34,000 teenagers were under 14. The government's surveys show that 60% of teenagers used drugs for the first time. There are 2,000 disabled children, only 923,000 of them attend kindergartens and schools. There are 453,000 children in children's homes; 90% of them do not have parents. The rights of Russian children are supported by the UN Convention and guaranteed by the Constitution. But still there are a lot of problems.

*Speaker 8:* What has gone wrong? Some specialists explain that the changes of our society, the system of our life, force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17 year old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This misunderstanding produces many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get upset or depressed when they can't solve their problems. As a result, it makes them believe that there is only one way out – to stop living and commit suicide. No doubt, teen problems will increase. But young people should feel that they are cared for.

V. Get ready to be interviewed on progressive movements of today:

#### FIVE QUESTIONS – FIVE ANSWERS

1. Does political independence mean complete independence?
2. What difficulties do young independent states face on the way of their economic development?
3. On what principle does our country build its relationship with developing countries?
4. Highly developed countries help developing countries to train their own skilled personnel. How?
5. What foreign policy do developing states pursue?

VI. Read the text. Express your opinion on the facts mentioned in the text. Say what the non-alignment movement is today. (Make use of recently published information in Russian and foreign press.)

#### ALIGNMENT WITH HISTORY

No decision of global importance can be made today without participation and support from newly independent states of Asia, Africa and Latin America, whose population makes up two-thirds of the world's population. In other words, the non-aligned countries are equal participants in contemporary international life.

In the post-war period, when the world colonial system collapsed, dozens of new international community members emerged onto the political scene. These took an active part in the world renewal process. The struggle to consolidate political independence and economic self-reliance set forth the task of joining efforts. A conference was held to that effect in 1955 in Bandung (Indonesia) at which the concept of non-alignment was conceived. The birthplace of the movement is considered to be the first conference of the Heads of States and Governments of the Non-Aligned Countries held in September 1961 in Belgrade, the capital of Yugoslavia.

Uniting over 100 countries as full members and more than 20 countries as "observers", the non-aligned movement has gradually outgrown the confines of a three continent association and has assumed the character of a universal international political community. Today, it is no longer just the countries in Asia, Africa and Latin America that constitute the backbone of the movement,

but also some neutral European and other countries are collaborating with the non-aligned movement in tackling various issues.

The movements' chief tasks are: protection of the national sovereignty and territorial integrity of all states; support for the national liberation movement; struggle against imperialism, colonialism and racism; non-participation in military blocs and alliances; active peaceful coexistence with all states.

## Part FIVE

### Word and Phrase List

Listen, read and remember:

1. strike	забастовка
to strike	бастовать
striker	бастующий
to call a strike	объявлять забастовку
2. to employ	нанимать на работу
an employee	служащий
unemployment	безработица
unemployed	безработный
an unemployment benefit	пособие по безработице
3. to pay	платить
payment, salary, wages	плата, жалование, заработная плата
to cut down wages	уменьшить зарплату
a wage increase	повышение зарплаты
4. to dismiss	уволить
dismissal	увольнение
to be dismissed	быть уволенным
5. management, administration	дирекция, правление, администрация
6. claim, demand	требование
a claim for a wage increase;	
a claim for a rise in pay (wages) ( <i>syn.</i> )	требование повысить заработную плату
to support the claim (for)	поддержать требование
to reject the claims (demands);	
to turn down the claims (demands)	отказать в удовлетворении требований
7. standard	уровень
standard of living	уровень жизни
high (low) living standard	высокий (низкий) уровень жизни
8. labour	труд
labour conditions	условия труда
hard labour conditions	тяжелые условия труда
to improve labour conditions	улучшать условия труда
9. tax	налог
income tax	подходный налог

## EXERCISES:

### I. Read and translate the following sentences:

1. Thousands of people taking part in the demonstration demanded the income tax to be cut.
2. Thousands of people protested against high taxes and low standard of living.
3. There is a great demand for workers of various professions in that region of the country.
4. As it is reported from Washington, over a thousand workers went on strike in Detroit last week.
5. Have the employers met the strikers' demands?
6. The salary of the President of the US is \$ 200,000 a year, and he also gets an extra \$ 50,000 for expenses.
7. The general manager declared that the administration will take steps to improve labour conditions.
8. The trade union leaders supported the claims of the strikers for a rise in pay.
9. The management rejected the claims (demands) of the workers.
10. The workers demanded a shorter working week.
11. Thousands of workers were dismissed after the factory had been closed down.
12. The taxes are up.
13. We are faced with the necessity of rising living costs (прожиточный минимум).
14. They joined in the struggle for better working conditions, higher wages, pension insurance.
15. Working men around the world want peace, job and security in old age and normal working conditions worthy of a human being. Capitalism ignores completely the needs of the ordinary people.
16. The basic right for any person is the right to live a useful, creative life, and to have the satisfaction that comes from having an important and necessary role in society.
17. Unemployment is a human condition created by humans and can be cured by humans. Unity of the unemployed, with the support of the employed, can bring to bear the necessary pressure upon governments and employers to solve the unemployment problem and give everyone the right to work.
18. There are more unemployed today than during the economic crisis of the 1930s. More school leavers, women and members from other ethnic groups are jobless today. They have no hope for employment.

### II. Make up some sentences using the following words and word combinations.

1. wages, wage policy, wage negotiations, wage claims, a wage increase, a rise in wages, to reduce wages;
2. employment, the employed, unemployment, the unemployed, the long-term unemployed, the temporary unemployed, unemployment benefits, the unemployed figure;
3. strike, a general strike, a warning strike, a three-day strike, a 48-hour strike, strike actions, a wide-spread strike, to declare a strike, to end a strike, to take part in a strike, a striker.

### III. Look through the columns in newspapers and speak on some strike recently staged:

- |  |                                |
|--|--------------------------------|
| 1. The workers ... went on strike ...<br>... . | of what industry? where? when? |
| 2. The strike involved ... .                   | how many people?               |
| 3. The workers demanded ... .                  | what?                          |
| 4. The strikers were backed by ... .           | whom?                          |
| 5. The strike paralyzed... .                   | how many (what) enterprises?   |
| 6. The strike lasted ... .                     | how long?                      |



7. The demands were met (turned down) ... . | by whom?

IV. Read and translate the text:

### HOW MUCH IS JOB WORTH?

One of the most difficult questions to answer is how much a job is worth. We naturally expect that a doctor's salary will be higher than a bus conductor's salary. But the question becomes much more difficult to answer when we compare, for example, a miner with an engineer, or an unskilled man working in an oil field with a teacher in a high school. What the doctor, the engineer and the teacher have in common is that they have spent several years of their lives studying in order to get the necessary training for their professions. We feel that this training and these years, when they were studying instead of earning money, should be rewarded. At the same time we recognize that the work of the miner and the worker in an oil field is both hard and dangerous, and that they must be highly paid for the risks that they take.

Although the amount of money that people earn is largely decided by market forces, this should not prevent us from looking for some way to decide what is the right pay for the job. A starting point for such an investigation would be to try to decide the ratio which ought to exist between the highest and the lowest pay. The picture is made more complicated by two factors: firstly by the "social wage", i. e. the welfare benefits which every citizen receives (such as pay for vacations, pay for illness, etc.); and secondly, by the taxation system, which is often used as a method of social justice by taxing high incomes at a very high rate. Taking these two factors into account, most countries now regard a ratio of 7:1 as socially acceptable. If it is less, the highly-qualified people carrying heavy responsibilities become disillusioned, and might even end up by moving to other countries. If it is more, the gap between rich and poor will be so great that it will lead to social tensions and ultimately to violence.

V. Say what the working people fight for and what they fight against. Use the following hints:

aggression and war; equality and friendship of all nations; peace, democracy and social progress; human rights and dignity (достоинство, уважение) of the individual; a wage increase; pressure on democratic rights of working people; unemployment; attacks on trade unions; shorter working week.

VI. Give some information on the working-class movement.

1. *The working people* (1) of ... (Country, town) *staged* (2) *a protest meeting* (3) against *anti-labour legislation* (4).

(1)	(2)	(3)	(4)
The citizens	held	a mass rally	the reduction of wages
The working masses	organized	a mass protest strike	a new rise in prices
		a stay-in strike	the growing inflation
		a walk-out	the increase of taxes
			the growing rate of unemployment
			the increasing number of jobless
			the high cost of living

2. ... (How many) workers of ... (What industry) went on strike ... (Where and when) after *the wage negotiations had broken down* (1).

(1)

the administration had reduced wages; the management had rejected the wage demands; some workers had been dismissed; the trade union leaders had failed to reach an agreement with the management; the company had announced its decision to close down the enterprise.

3. The workers *returned to work* (1) after *the administration had met their wage claims* (2).

(1)

(2)

ended strike	the	the fired workers had been taken back to work
Resumed work		the trade union leaders had reached an agreement with the management the company had annulled its decision to close down the enterprise

### REVIEW EXERCISES:

I. Match the words and phrases of similar meaning:

- |                          |   |
|--------------------------|---|
| 1. to conduct a campaign | a) to unite   |
| 2. organization          | b) combined   |
| 3. to establish          | c) administration                                     |
| 4. to deliver a petition | d) to found   |
| 5. to link up            | e) to wage a campaign                                 |
| 6. joint                 | f) association  |
| 7. salary                | g) wages  |
| 8. management            | h) to hand in a document signed by a number of people |

II. Ask questions beginning with the words given in brackets.

1. The European Commission created an independent Consumer Policy Service in 1989. (*When ...?*)
2. Five major organizations are involved in this process. (*How many ...?*)
3. The first trade unions were associations of wage-earners for the purpose of improving the conditions of their working lives. (*What ...?*)
4. Finally, the bill must be signed by the president. (*Who ...?*)
5. Any congressman in either house, or the president, may initiate new legislation. (*May ...?*)
6. The final decision will depend upon our partners. (*What ...?*)
7. Employees need to feel that you are sharing what they are trying to achieve. (*What ...?*)
8. The Government have taken steps to raise the standard of living. (*What steps ...?*)
9. The new administration is responsible for the worsening labour conditions at the plant. (*Who ...?*)
10. The president of the United States pays his income tax on the whole amount. (*The president ...?*)

III. Complete the following texts with the words and phrases from the box:

a) salary; tax-free; to elect; to pay; official; to pursue; an income tax; policies; to sign; to approve; foreign policy; domestic; to represent; party; support.

The President of the United States ... every four years to a four-year term of office, with no more than two full terms allowed. He must be a native-born citizen at least 35 years old. His ... is \$200,000 a year, and he also gets an extra \$50,000 for expenses; but he must ... on the whole amount. He receives up to \$100,000 ... for travel and ... entertainment and is provided with a home.

As head of the Executive Branch, the President must ... the government programmes passed by the Congress. If the President refuses ... a bill passed by the Congress his veto may be canceled by a two-thirds vote of both houses of Congress.

In any case, the President's ... must ... by the House of Representatives and the Senate before they can become law. In ... as well as in ... , the President can seldom count upon the automatic ... of Congress, even if his own ... has a majority in both the Senate and the House. This is a major difference between the American system and those in which the nation's leader ... the majority party or parties, that is parliamentary systems.

b) to sign; to celebrate; free; Independence; to unite; independent; work; employees; president; events; in honour of.

Independence Day is one of the most important patriotic holidays ... in the United States of America. In 1776 the thirteen American colonies ... in the revolutionary war against Great Britain. On the 4<sup>th</sup> of July of that year the Continental Congress ... the document which declared the colonies ... and ... states.

The Declaration of ... was written by Thomas Jefferson who later became the young nation's ... . Since Independence Day is a summer holiday and a day-off from ... for almost all ... in the country.

The occasion is accompanied by colourful and noisy ... . The flag is flown, and red, white and blue ribbons are used for decoration. The army fires a thirteen gun salute and church bells ring ... American Independence.

IV. Give information on some organizations. Use the following:

- A. 1. The name of the organization: The United Nations Organization (UNO).  
2. The date of its foundation: 1945.  
3. The goals: to consolidate world peace; to strengthen world security; to develop cooperation among nations; to solve disputable problems through negotiations; to stand for full equality of nations.
- B. 1. The name of the organization: The United Nations Educational, Scientific and Cultural Organization (UNESCO).  
2. The date of foundation: 1946.  
3. The goals: to spread ideas of humanism and peace through out the world; to reconstruct international cooperation; to contribute to humanity's scientific and cultural progress; to preserve peace on Earth.

V. Say what progressive press writes.

1. All realistically-minded people come out against ... . (*международный терроризм, ядерная опасность, гонка вооружений (arms race), гонка вооружений в космическом пространстве, испытание ядерного оружия, нарушение прав человека (violation of human rights)*).

2. All progressive people reject ... . All progressive people combat ... . (*голод (hunger), гонка вооружений, ядерное оружие, государственный терроризм*).
3. All peace-loving people voice their support for ... . (*международное сотрудничество, создание безъядерных зон, прекращение ядерных испытаний, сохранение (maintenance) международной безопасности*).

VI. Look through news columns in different newspapers and speak on anti-war (terror) demonstrations (movements, marches) held of late.

- |  |              |
|--|--------------|
| 1. A mass anti-war (terror) demonstration (movement, march) was held ... . . . . | where? when? |
| 2. The number of participants amounted to ... . . . .                            | how many?    |
| 3. They voiced their support for ... . . . .                                     | what?        |
| 4. They come out against ... . . . .   | what?        |

VII. Read the text and answer the questions:

#### YOUTH FESTIVALS

World Festivals of Youth and Students are mass international meetings of young people fighting for peace, national independence, democracy and social progress. The programmes of festival include meetings of delegations, conferences, seminars, discussions, marches, concerts, shows, exhibitions and sport events.

The First Youth Festival took place in Prague in 1947. Each of the festivals was a great event in the life of the world's younger generation and at the same time it was of great importance in strengthening the international movement of democratic youth.

World Festivals of Youth and Students help the world peace movement.

1. Are World Festivals of Youth and Students mass international meetings?
2. What do the programmes of festivals include?
3. When and where did the First Youth Festival take place?
4. What do the festivals help to achieve?
5. Were festivals of great importance in strengthening the international movement of democratic youth?
6. What other forms does the struggle for peace take?

VIII. Read the following news items.

1. The extent of unemployment is a serious problem in Great Britain. It is not easy to answer the question how many jobless there are in the country. Grim (*суровый, мрачный*) prospects for the unemployed are forecast in manufacturing. Job losses in manufacturing are going to rise each month. The worst hit are the young.
2. Unemployment levels vary from area to area, there is no of the country crying out for labour force, except for certain specialized categories.
3. The rising cost of living and unemployment – the two most acute problems – have become central in the confrontation between labour and capital. The number of strikers greatly increased.
4. Hundreds of college lecturers staged a half-day strike at 35 colleges in protest at plans to sack 80 of their colleagues.
5. Unemployment in the industrialized countries has now reached an alarming figure. In Western Europe alone 18 million people are denied the right to work. One might say that

- the map of the capitalist world now has an upmarked land of the unemployed whose “population” is comparable with that of Great Britain, France or West Germany.
6. According to the UN statistics of 1986 about 100 mln. people are homeless today. Every 24 hours 50,000 people die of diseases and hunger.

## TEXTS FOR READING

### Text I BRITISH TRADE UNIONS

#### § 1

The first trade unions were associations of wage-earners for the purpose of improving (1) the conditions of their working lives. The first British trade unions were formed more than a century and a half ago, and the conditions of the workers have improved greatly since then.

In order to provide a home, food and clothing for himself and his family, every worker needs a job at a reasonable wage (2). He joins (3) a trade union because the trade union helps him. An important duty of the trade unions is to help their members when they are unable to work because of illness, or accidents at work, and when they become too old to continue working. In the early days of the trade union movement (4), before the State provided health and unemployment insurance and old age pensions, this kind of help was much more important than it is today.

Every member of a trade union pays a small sum of money each week, called his subscription. This covers the cost of organizing (5) the union, and provides the fund (6) to help the members. From this fund members also receive help if they go on strike against their employers (7), or are locked out (8) by them.

- |   |  |
|---|--|
| 1. <i>improve:</i>                              | make better  |
| 2. <i>a reasonable wage:</i>                    | one that is enough<br>to supply a person's needs                             |
| 3. <i>joins:</i>                                | becomes a member of  |
| 4. <i>movement:</i>                             | (here) something done<br>by people working together<br>for a special purpose |
| 5. <i>organize:</i>                             | put into working order   |
| 6. <i>fund:</i>                                 | sum of money that is kept<br>for use when needed                             |
| 7. <i>go on strike against their employers:</i> | stop working (to get better<br>conditions, etc.)                             |
| 8. <i>locked out:</i>                           | not allowed to continue working  |

#### § 2

In the Middle Ages (9), and during Tudor (10) and Stuart (11) times, there were no trade unions. Most of the work was done either by hand or by simple machines driven by water power. Goods were produced in small workshops, often by members of a family working in their own home. The number of workers employed by one employer was small, and it was often possible for a skilled workman to become his own master.

Trade unions did not become necessary until the growth of modern industry in the eighteen century created quite new conditions. This was the period of the Industrial Revolution, lasting into and through the nineteenth century. It was the period of the growth of large factories using new machinery. Industry was no longer combined with agriculture in the villages. Workers now lived in large towns and formed a new class of people who depended entirely (12) upon their wages. They could no longer go back to the land if there was no work for them in the factories.

- |                            |              |
|----------------------------|--------------|
| 9. <i>the Middle Ages:</i> | AD 1100-1500 |
| 10. <i>Tudor times:</i>    | 1485-1603    |
| 11. <i>Stuart times:</i>   | 1603-1714    |
| 12. <i>entirely:</i>       | completely   |

§ 3

There had been laws to regulate (13) wages and conditions of labour (14) in the sixteenth century. There were also laws that made all associations of workmen, or ‘combinations’ as they were then called, illegal. During the eighteenth century, when conditions began to change so rapidly, wages and conditions of labour were fixed (15) by the employers.

The French Revolution caused the Government to be frightened of secret societies of workers. The war with France that broke out in 1793 and continued for so many years strengthened (16) these fears. New laws were passed making all combinations of workmen illegal.

- |                        |                |
|------------------------|----------------|
| 13. <i>regulate:</i>   | control        |
| 14. <i>labour:</i>     | work           |
| 15. <i>fixed:</i>      | (here) decided |
| 16. <i>strengthen:</i> | make stronger  |

§ 4

In spite of the Combination Acts new associations of workers were formed, even though their members could at any time be tried in the law courts and severely punished. Meetings were held in secret (17), and the names of the members were kept secret. There were many strikes and lock-outs.

Some workers thought that the new machinery was the cause of their sufferings. In some counties (18), especially in Nottinghamshire (19), Yorkshire and Lancashire, workers called Luddites broke into (20) the factories and smashed up (21) the machinery. Many of these Luddites had lost their jobs because mechanical methods (22) needed fewer men. Others were earning less because they were paid by the new system of piece-work (23) instead of by the older system of time rates.

- |                                |   |
|--------------------------------|---|
| 17. <i>in secret:</i>          | secretly  |
| 18. <i>county:</i>             | largest division in Great Britain for the purpose of local government           |
| 19. <i>shire:</i>              | (in compounds) country  |
| 20. <i>break into:</i>         | enter after breaking (doors, windows, etc)                                      |
| 21. <i>smash up:</i>           | break to pieces   |
| 22. <i>mechanical methods:</i> | ways (of making things) in which machines were used                             |
| 23. <i>piece-work:</i>         | work that is paid for according to the amount done, not the time taken to do it |

§ 5

Although the Combination Laws were repealed (24) in 1825, and a new Act made it legal for workers to combine for the purpose of regulating wages and hours of work, there was still an Act of 1797 which made secret oaths illegal. In 1834 some workers in the Dorset village of Tolpuddle

formed a ‘Friendly Society of Agricultural Workers’. Six of its members, now known as the Tolpuddle Martyrs (25), were tried at Dorchester under this Act of 1797, found guilty (26), and sentenced (27) to transportation overseas (28) for seven years. There was much sympathy throughout (29) the country for the six men, and in 1836 they were pardoned.

- 24. *repeal a law*: end it; say that it is no longer a law
- 25. *martyr*: person who suffers for his beliefs
- 26. *find a man guilty*: (law) decide that he has done something wrong
- 27. *sentence a man*: (law) say what punishment he must receive
- 28. *transportation overseas*: being sent to a distant country over the oceans and kept there as punishment. (Australia was used for this purpose until 1857.)
- 29. *throughout*: an all parts of

## § 6

The history of the trade union movement since 1825, when the Combination Acts were repealed, is on of progress. This progress has been in two directions. Small local unions joined together to form large national unions, and unions that represented different kinds of workers in the same industry amalgamated (30). The Miners’ Association of Great Britain and Ireland, formed in 1841, is an example of the first. The Amalgamated Society of Engineers, formed in 1851, is an example of the second. This was formed by uniting a number of separate unions, those of blacksmiths, fitters (31), machinists (32), and others. This was an important mile-stone in the history of the trade unions because it set an example of control at the centre. The example was widely followed (33). The Amalgamated Society of Carpenters (34) and Joiners (35) was formed in 1861. Other unions were the Iron Founders (36), the Bricklayers (37), and the Boot and Shoe Workers.

- 30. *amalgamate*: join together; unite
- 31. *fitter*: mechanic who fits (or puts) together metal parts (of machines, etc.)
- 32. *machinist*: worker who controls machinery
- 33. *follow an example*: accept it and do the same thing
- 34. *carpenter*: workman who makes the wooden parts of buildings, etc.
- 35. *joiner*: skilled workman who makes furniture, the wooden parts of buildings, etc.
- 36. *iron founder*: worker who makes things of iron that has been melted
- 37. *bricklayer*: worker who builds with bricks

## § 7

When the Labour Party (38) started in 1906, Members of Parliament received no salaries. The larger trade unions supported Labour members in Parliament and also the Labour Party itself. Trade unions today are allowed to spend money for political purposes. No union, however, need have a political fund, and, if one is formed, members of the union need not pay anything into it. Every member of a union is free to join any political party he wishes, or no party at all. Members of trade unions may, if they wish, give their votes to the Conservative Party (38) at elections, or not vote for anyone.

38. *Labour (Conservative) Parties*: two largest political parties in Great Britain

§ 8

One of the chief aims of the trade unions was to replace individual bargaining (39) by collective bargaining. Before unions became legal, wages and working conditions (such as hours of work) were decided by bargaining between the employer and the individual worker. After the unions became legal, wages and working conditions were decided between employers and unions. This meant that the employers had to face the possibility that all the workers in a trade or industry might strike if wages or conditions were not satisfactory.

If a strike took place, it was unlikely to succeed unless most of the workers belonged to (40) the union, and unless all members of the union joined in the strike. So when a strike took place at a factory, members of the union were chosen to stand near the factory gates. Their duty was to make workers who did not strike change their minds and join the strikers. This, if it is done by peaceful means, is now legal.

In British industry today there are many joint councils or committees that represent both the employers and the unions. These councils meet (41) regularly to discuss agreements that have been made, to see that the agreements work smoothly, and also to discuss new agreements that may be needed.

39. *bargaining*: discussion in order to reach agreement  
40. *belonged to*: (here) were members of  
41. *meet*: come together, hold meetings

§ 9

Since the end of the Second World War British trade unions have become interested in improving the efficiency of industry. It used to be thought that if productivity increased (42) (that is, if more goods were produced by a given number of workers in a given time (43)), some of the workers might lose their jobs. This was what the Luddites had believed and was why they had smashed up the machines. In fact, however, the demand for goods is likely to increase if their cost and selling price can be kept low enough. American trade unionists had always believed that increased productivity meant cheaper goods, and that cheaper goods would mean larger sales, higher production, and therefore more work for a larger number of workers. British trade unionists have visited the USA in recent years to study American methods.

42. *increase*: make or become greater in size, number, quantity, etc.  
43. *a given time (number)*: a period of time (number) that is fixed or agreed to

§ 10

There is now close co-operation between the trade unions and the Government. The Trades Union Congress, started in 1868 as a kind of trade union parliament, meets every year to discuss a great variety of questions. It deals not only with wages and working conditions, but also with problems of housing (44), education, industrial accidents and diseases (45), pensions, and many other questions that are important to the whole population.



The trade unions no longer have to think only of wages and hours, and of fighting the employers. The unions have won legal recognition. Some industries have been nationalized, and others are partly controlled by the State. The National Health Service, the National Insurance Act, and the Family Allowances Act (46) – all those benefits that are parts of what we call the Welfare State – have made life better and easier for the workers.

- 44. *housing*: providing houses
- 45. *industrial diseases*: diseases caused by conditions of work,  
for example, by dust in coal mines
- 46. *Family Allowances Act*: Act that provides a weekly sum of money  
for each child after the first

## § 11

The leaders of the trade union movement still have much to do. They can show the members of the unions the importance of increased industrial productivity. They can show them how necessary and important it is to respect the agreements reached by collective bargaining. They can warn members of the danger of following unofficial leaders (47) who may ask them to break such agreements.

- 47. *unofficial leaders*: men who are not officials of a trade union,  
but who try to act as leaders

## **Text II COST OF GOVERNMENT**

The average cost of all governments – federal, state and local – to each man, woman and child in the United States is \$4,539 a year. About two-thirds of all taxes collected go to the federal government.

The individual income tax provides the federal government slightly less than half its revenues. A person with an average income pays about 11 per cent of it to the government; those with very large incomes must pay up to 50 per cent. Many states also have their own income taxes. Many other taxes – on property, entertainments, automobiles, etc. – are levied to provide funds for national, state and local governments.

Federal government spending for defence purposes, including military help to other nations, has fallen as a portion of total government expenditures from 58.7 per cent in 1958 to 25.7 per cent in fiscal year 1981. The remaining 74.3 per cent of the federal budget has gone into public welfare programmes, development of water and land resources, public health and education. As a result of the expansion and increased costs of government services, the national debt has increased greatly since World War II.

## **Text III CONSUMER RIGHTS**

In their role as consumers, ordinary EU citizens are key players in the Union's new frontier-free single market. The Union has in fact incorporated, as the basis of its consumer policy, the protection of the five fundamental rights which lie at the heart of national policies. There are:

1. The protection of consumers' health and safety

Only products which will not endanger health or safety may be put on the market. This means setting safety requirements, providing full information about potential risks, and protecting consumers against physical injury.

2. The protection of consumers' economic interests

There is for example a general ban on misleading advertising and unfair terms in contracts with consumers.

### 3. Consumer rights to information and education

Consumers need to be put in a position where they can make an informed choice among goods and services offered. This includes objective information on the features and price of the items available. Consumers also require proper information about their efficient and safe use.

### 4. The right to redress

Consumers have the right to receive advice and help when seeking redress for faulty products on for injury or damage resulting from the use of goods and services. There need to be simple, affordable and rapid procedures for settling complaints and claims.

### 5. Consumer representation and participation

Representatives of consumers need to be present in decision-taking procedures on issues of concern to them at local, national or EU level. At Union level, this covers not only specific consumer issues but also other relevant policy areas like food laws, transport, competition policy, financial services, and environment.

When the Community (the former name of European Union) adopted its first consumer programme in 1975, it focused on the practical application of the five principles. The first result was a number of directives which were adopted over the next 10 years covering among other things the safety of cosmetic products, the labeling of foodstuff, misleading advertising, consumer rights in door-step selling, product liability and the provision of consumer credit.

In addition to its programme of legislation on consumer protection, the Union took steps to make sure the interests of consumers are taken into account at local and EU level. It has supported the development of national consumer organizations and of five major EU-wide organizations with consumer interests.

These are:

- The European Consumer's Organization (EUCO),
- The Confederation of Family Organizations in the European Union (Coface),
- The European Community of Consumer Cooperatives (Eurocoop),
- The European Trade Union Confederation (ETUC), and
- The European Interregional Institute for Consumer Affairs (EIICA)

Internally, the European Commission created an independent Consumer Policy Service in 1989 in order to give more authority and a higher profile to the implementation of consumer policy.

According to the data of 1991, nearly 64 % of Community GDP (внутренний национальный продукт) is devoted to private consumption, the highest proportion being 70.3 % in Greece and the lowest 52.5 % in Denmark (63.4 % in UK). The remainder of the GDP is devoted mainly to financing investments and the collective consumption of general government.

On average, Europeans devote 20% of their 'consumption' budget to food (ranging from 37.8 % in Greece to 16.6 % in Germany, 21.5 % in UK) whereas 17.2% covers housing expenditure (27.8 % in Denmark as against 10.3 % in Portugal, 18.5 % in UK). There are also marked disparities in spending on leisure and education (4.3 % in Luxembourg compared with 10.5 % in Ireland, with a UK average of 9.7%).

There is plenty to be done, even after the legislative programme set out in the Maastricht Treaty on European Union is completed. The single market, like any other, needs to balance the interests of buyers and sellers if it is to operate efficiently. This means not only fixing additional rules for consumer protection but also ensuring that existing ones are applied correctly (which is not always the case).

## **CULTURE CINEMA. THEATRE**

## Part SIX

### Word and Phrase List

Listen, read and remember:

- |                                      |  |
|--------------------------------------|--|
| 1. film                              | (кино) фильм, кино (картина)   |
| feature (documentary)                | художественный (документальный)  |
| full-length (short) film             | полнометражный (короткометражный)<br>фильм   |
| colour, (sound, silent) film         | цветной, (звуковой, немой) фильм   |
| dubbed(-in) film                     | дублированный фильм  |
| popular-science film                 | научно-популярный фильм  |
| animated cartoon film                | мультипликационный фильм   |
| newsreel                             | кинохроника  |
| 2. to release a film                 | выпускать фильм на экраны  |
| 3. to screen a film                  | показывать фильм   |
| 4. to shoot (shot, shot) a film      | снимать фильм  |
| 5. the film is on (playing, showing) | фильм идет   |
| 6. the art of the film               | искусство кино   |
| 7. the great masters of the film     | мастера кино   |
| 8. to be in the films                | быть киноактером   |
| to go to the films                   | стать киноактером  |
| to quit the films                    | уйти из кино   |
| 9. cinema                            | кинотеатр  |
| cinema-bill                          | афиша  |
| the film version of a novel          | экранизация романа   |
| to produce a film                    | 1) ставить (кинокартину);<br>2) финансировать производство (кинофильма);<br>3) выпускать фильм |
| 10. joint production                 | совместное производство  |

### EXERCISES:

I. Read and translate the following sentences:

1. – What types of feature films do you know? – I know such kinds of feature films as tragedy, comedy, drama, war, historical, epic (эпопея), musical, thriller.
2. – What would you like to do tonight? – What about going to the pictures? – That's a marvelous idea.
3. Like the majority of his films the initial idea came from a real-life incident.
4. – What do you think of the films of this producer? – His films continue to look to the past to help understand the present.
5. The 23<sup>rd</sup> Moscow International Film Festival closed 10 days ago. Both the film critics and its organizers pronounced it the best in years. It hosted world-class superstars, real great masters of the film.
6. Shortly to be released in Russia is a screen version of one of Nabokov's most famous novels.
7. Screenplay writer Peter Berry is a great admirer of Vladimir Nabokov. He reads English translations of Nabokov's works, then makes a translation of his own, into the language of cinema.

8. Comparing a screen version with the primary literary source is a thankless task.
9. It took him just eight weeks to shoot a movie.
10. - I prefer comedy to tragedy. And you? – Never mind. But I prefer watching TV to going to the cinema.
11. - What's your opinion of this film? – I think there is too much violence (насилие) on the screen today. – I agree with you.

## II. Read the dialogues in pairs.

1. Ann: You aren't busy tonight, are you?  
 Helen: Oh, no. I've just finished all my work and now I'm free.  
 Ann: What about going to the Russia and seeing a film there?  
 Helen: That's a jolly good idea. But what's on tonight?  
 Ann: Let's go over to the cinema-bill and see what's on.  
 Helen: They are showing a new film tonight. Have you heard anything about it?  
 Ann: Yes, I have. It's the film version of a novel "If tomorrow comes" by Sidney Sheldon. It has been recently released. They say it's very good.  
 Helen: Then let's go.
2. Jim: Let's go to the pictures. What would you say?  
 Sam: All right! What would you like to see?  
 Jim: "Gone with the Wind". People go twice at least to see this film.  
 Sam: That's a good idea. Come along. Let's not waste time.
3. Husband: Shall we go to the cinema? Look! Marilyn Monroe!  
 Wife: Marilyn Monroe! Ah! It's an old film.  
 Husband: Yes, but it's a very good film. And Marilyn Monroe is very good.  
 Wife: No. I don't like old films. And I don't like Marilyn Monroe.  
 Husband: Shall we watch TV?
4. John: Would you like to get together this Saturday?  
 Sam: Sure. What would you like to do?  
 John: Why not to see a new film?  
 Sam: What film, I wonder?  
 John: It's a comedy. Some of the most outstanding film actors and actresses appear in it.  
 Sam: I love comedies. Then it's settled.
5. Jack: How about seeing a movie?  
 John: That sounds good. Did you have any particular idea?  
 Jack: How about "The Return of the Monster"?  
 John: "Return of the Monster?" Hm ... Isn't that a science-fiction movie?  
 Jack: Yes, don't you like science-fiction movies?  
 John: No, not really. May be we should do something else.  
 Jack: Okay. Let me see.
6. Mr. Black: What are you doing this afternoon, Mary?  
 Mrs. Black: I've some shopping to do.  
 Mr. Black: And what else are you doing? Something more interesting than shopping, I hope.  
 Mrs. Black: If I finish my shopping early enough, I may go and have my hair done. If the hairdresser's busy I may go to the cinema. There's a good film at the Regal Cinema this week.  
 Mr. Black: What's the film about?

Mrs. Black: Murder. A really good murder film. One of Hollywood's best pictures this year, I'm told. What do you think about murder films, Roger?

Mr. Black: You know I don't like films of any sort, Mary. How often do I go to the cinema? Twice a year, perhaps. Most films are very foolish. I don't understand why people want to go to the cinema every week.

Mrs. Black: There are millions of people who go to the films every week. They want to wear clothes like those worn by film stars. They want to look like film stars. They want to live in the way film stars live.

Mr. Black: Yes, as I said, most films are very foolish, and most of the people who go to the films are very foolish.

Mrs. Black: And is that true of me, Roger?

Mr. Black: No, of course not, my dear. I wasn't thinking of you.

III. Make up the dialogues of your own, using the following expressions and sentences:

a) Talking about the film:

to be a cinema-goer; by no means; a feature film; to be produced (shot) in ... ; to be a film version of ... ; It seems to me ... ; Do you agree with me? Certainly (not); the leading actor (actress); the action takes place in ... ; I recommend you to see this film. You'll enjoy it ... ; a different point of view.

b) Intending to go to the cinema:

to have a look at the cinema-bill; to see what films are being shown tonight; to have some time to spare; to be busy; to be worth seeing; to have a different point of view; to suggest; if you agree with me ... ; an excellent idea; to be shot in color (in black and white); to have a long run; to be much praised; Come along! Let's not waste time.

c) Impressions of a film:

to tell the truth; to be one of the best pictures of the year; it seems to me ... ; the script is written by ... ; the plot of the film is the following; as far as I am concerned ... ; the music is lovely; the acting is perfect; to be wonderful from beginning to end; to be a real work of art.

IV. Read the conversation and express your agreement or disagreement with professor Livanov's opinion.

#### VIOLENCE ON TV AND ITS EFFECT ON CHILDREN

Victor Livanov, a professor at Moscow Teacher's Training College (1), is on a tour of the USA. He is making a study of the US system of public school education and the upbringing (2) of children.

*Professor Livanov:* Last night I saw an awful film on TV. I wonder whether you saw it too. It's a crime film about an eight-year old boy who killed his mother and her friend.

*Professor Brown:* You mean "The Secret Box." Yes, it's a horrible film, indeed.

*L:* It's hard to believe that such a little boy could be so cruel (3).

*B:* Unfortunately, such things do happen (4) in this country. Almost every day you can read in the papers about youngsters who murder their parents or relatives, or strangers, and very often they do it for the sake of murder itself.

L: I suppose one of the reasons is that there are too many crime and horror stories that children can read and too many crime films that they can watch on TV.

B: That's quite true. A few of my colleagues and I have been lecturing on the problem during the last ten years but we can do nothing. TV companies will never stop showing such films as they bring in a lot of money.

L: By the way, I read yesterday that the number of crimes has greatly increased in New York during the last two years.

B: That doesn't surprise me. I've been living in New York for ten years now and I know what's going on here. The problem of the upbringing of children is the most urgent one and the problem of the effect of TV shows on children is a most dramatic one.

Notes:

1. Teachers Training College	педагогический институт
2. upbringing	воспитание
3. that such a little boy could be so cruel	что такой маленький мальчик может быть таким жестоким
4. such things do happen	такие случаи действительно бывают

V. a) Find in the conversation English equivalents for these word combinations and sentences:

1. страшный фильм;
2. о подростках, которые убивают своих родителей;
3. ради самого убийства;
4. и слишком много фильмов о преступлениях, которые они могут смотреть по телевизору;
5. проблема воспитания.

b) Give Russian equivalents for these English combinations and sentences.

1. Yes, it's a horrible film, indeed.
2. They do it for the sake of murder itself.
3. As they bring in a lot of money.
4. That doesn't surprise me.
5. The effect of TV shows on children is a most dramatic one.

VI. Read the joke and give a summary of it.

A student wrote an article and it was published in the students' magazine.

The article was read by a professor. When the professor was asked how he liked it he said, "In this article a lot is new and a lot is true."

The young author was told about this. He wanted to hear the flattering words (похвала) from the professor himself.

"Yes, I really think so," said the professor. "But I am sorry to say," he added, "that what is new in the article is not true, and what is true is not new."

**Part SEVEN**

## Word and Phrase List

Listen, read and remember:

- |  |   |
|--|---|
| 1. filmactor, filmactress                  | киноактер, актриса  |
| 2. film (cinema) audience                  | кинозритель, киноаудитория                                |
| 3. film fan                                | киноман   |
| 4. film director (film maker)              | создатель кинофильма,<br>кинорежиссер                     |
| film producer                              | продюсер  |
| film unit                                  | съёмочная группа  |
| film writer                                | сценарист, кинодраматург                                  |
| film company                               | кинокомпания, кинофирма                                   |
| film medium                                | выразительные средства кино                               |
| film test                                  | кинопроба будущего актёра, актрисы                        |
| 5. to film                                 | снимать (кино) фильм,<br>экранизировать, сниматься в кино |
| to film a meeting                          | снимать собрание  |
| the story won't film well                  | этот рассказ не подойдет для экранизации                  |
| this actor has been filming for many years | этот актер уже много<br>лет снимается в кино              |
| 6. film-goer                               | кинозритель   |
| film-star                                  | кинозвезда  |
| 7. screen play                             | сценарий  |
| 8. scriptwriter                            | сценарист, кинорежиссер                                   |
| 9. designer                                | художник  |
| 10. cameraman                              | оператор  |
| 11. to be popular with the public          | нравиться публике   |
| 12. the title (leading) role               | главная роль  |

## EXERCISES:

I. Read and translate the following sentences:

1. Screen-play writer Alexander Mindadze has long been at the forefront of Russian film, working in "tandem" with director Vadim Abdrashitov.
2. The ten films generated by the Mindadze / Abdrashitov partnership over the last twenty years have all signaled important cultural events both in the West, where they have often been feted (включать) at the major film festivals, and at home.
3. Our films demand an emotional effort from people.
4. The conflict between public and private morality systems, between social and personal ideals is the key to many of his films.
5. Russian screenplays are unique in being written first as works of literature, and then being realized in film.
6. From the point of view of cinematography, the atmosphere created by the script is crucial (решающая) in then conveying (передавать, выражать) it to film: the text has to be more than just a dialogue.
7. Sometimes the story is more successful than the film.
8. – This actor has been filming for many years, hasn't he? – Yes, you are right. He is also a producer of several films. And his films are very popular with the public.
9. – What are your favourite film stars? – Andrei Mironov, Yevgeni Leonov and others are my favourite Russian film stars. And what about you?

10. – What shall we do tonight? – Why don't we go to the cinema? – Well, we could, I suppose, but there aren't really good films on at the moment.

## II. Speak:

a) of your favourite films, using the following key expressions:

to begin with ...; I like such films; it is most impressive; may be I am wrong but I think ...; the film is true to life; it is exciting from the very beginning to the very end.

b) of the film you like, using some of the following words and expressions:

It was ages ago but it stands in my memory quite vividly; it is the film version of ...; widescreen; in color (in black and white); sound (silent); to have a long (successful) run; I'm sure that ...; to be on; I dare say that ...; the most outstanding film stars; in the title-role; the cast; the plot; the camerawork.

c) Say a few words about the film you liked or didn't like, using any of the given key words and expressions:

In my opinion; to be dull (exciting); to be dubbed (in); the action is slow; as far as I know ...; to star; the historical (contemporary) film; the plot is thrilling (weak); the acting is perfect (not good at all); one's sympathies to be with ... .

d) Speak about your favourite actor (actress, producer, scriptwriter, cameraman, designer), using the following words and expressions:

I should like to start by saying that ...; to be born in ...; to be talented; to appear in the film ... for the first time; to star in the film ...; to attract smb's attention; there is no doubt about it; to be a success with the audience (film audience); to make a new film (сниматься в новом фильме).

## III. Listen to the text and try to understand the sentences with the new words and expressions.

The cinema programme usually includes a full-length feature film, a newsreel and a short documentary. The short is a two-or-three -reel (часть) film. It may be a popular science film, a travelogue (a geographical film about travels) or animated cartoon. Sometimes a travelogue or a documentary is the main item on the programme.

Some people prefer going to the cinema to matinee (дневной) performances as there is little chance of their seeing "All Sold Out" sign over the box-office and they can always get tickets at the last moment. There is rarely any queue (очередь). In some cinemas a little concert is given for cinema audience before the show begins.

## IV. Speak about different types of films.

Firstly we may distinguish between feature films, documentaries and cartoons. Speaking about feature films we mean the following types: tragedies and dramas or simply serious films, historical films, war films, epic films, comedies, musical and thrillers. Serious films deal with a difficult real-life situation which is to be resolved or with conflict of interest and emotions.

Historical is a film dealing with historical events.

Epic is a film depicting heroic events of the past on a grand scale, often with vast crowd scenes.

Musical is the successor of musical comedy – a film with songs and dances.



Thriller is a film describing thrilling events usually connected with crime especially murder.

V. You are going to interview one of your fellow student. The next questions will help you.

1. Are you a cinema-goer?
2. What is the name of your local cinema?
3. With whom do you usually go to the cinema?
4. You prefer the evening performance to the matinee one, don't you?
5. What kind of films do you like best?
6. What film have you seen lately?
7. What is your opinion of it?
8. Do you prefer films the plot of which is familiar to you or not?
9. Do you prefer to see every new film to those which are praised?
10. Which do you prefer: to buy tickets in advance or just before the play or performance? Give your reasons.
11. Do you care for historical films?
12. What types of films do you like best and why?

VI. a) Read and translate the dialogue. Act it.

#### WHAT DO YOU THINK OF TV

(A talk between an American young man and an English girl)

*Philip:* There are only three television channels in Britain. Do you want any more channels?

*Catherine:* No. We will have too many American comedy programs and thrillers. We already have enough.

*Philip:* In New York they have thirteen TV channels – it's very difficult to choose what to watch.

*Catherine:* People say that television kills conversation. Do you think it does?

*Philip:* Yes. When there was an electricity (1), we had no television and we all talked to each other much more in the evening.

*Catherine:* Television is terribly bad for people's eyes, doctors say. I've read that some American children spend more time in front of the television than in front of the teacher. Too much television is bad for children. It's unhealthy too, they don't get enough fresh air.

*Philip:* Some of children's educational programs are very interesting. They teach the alphabet and arithmetic so that it all seems like a game (2). That's the way to teach children.

*Catherine:* And what about violence? (3)

*Philip:* As for me, I think "The News" is the most violent program on television now. It's more violent than films about detectives or cowboys.

*Catherine:* By the way, violence looks even more violent on color television.

*Philip:* What about advertisements? Can you put up with them?

*Catherine:* I hate them.

*Philip:* Well, advertisements bring in a lot of money to TV companies. And firms spend a lot on advertising. I wonder what they take us for (4). Complete fools?

Notes:

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1. an electricity strike            | забастовка рабочих электростанций |
| 2. so that it all seems like a game | так что все это похоже на игру    |

- |                       |                                  |
|-----------------------|----------------------------------|
| 3. violence           | насилие, жестокость              |
| 4. to take (smb.) for | считать, принимать<br>за кого-л. |

b) Say which of these statements are true. Quote the text to prove you are right.

1. The British television shows many American comedy programs and thrillers.
2. Television never kills conversation.
3. American children spend more time at school than in front of the television.
4. Children's educational programs are very interesting.
5. "The News" is the most violent program on American and British TV now.
6. Advertisements are very popular with American TV viewers.

c) Role-playing:

1. American exchange students come to your class. Ask them about education and upbringing of children in the USA. Speak to them about TV programs, TV shows and their effect on children.

2. American exchange students ask you questions about Russian system of education. Tell them about TV educational programs, TV shows and films for children.

VII. Read the text:

### ACADEMY AWARDS

Oscar is 13 ½ in inches tall, weighs about eight pounds, and is gold-plated and numbered. A naked knight holding a sword, he stands on a reel of film whose spokes represent the five original branches of the Academy of Motion Picture Arts and Sciences: actors, directors, writers, technicians, producers. Founded in 1927 by Louis B. Mayer to mediate labour disputes, improve the industry's image, and hold annual banquets, the academy incidentally formed an awards committee. At a small dinner the silent film *Wings* inaugurated the Best Picture category. Since 1937 the academy's other activities have been overshadowed by its popular annual awards. In 1953 the ceremony was nationally televised for the first time; it is now carried to the world by satellite.

The Big Night has been a showcase for political and fashion statements, and emotional outbursts. On occasion, voting has reflected internal politics. A Best Picture award can add millions to a movie's gross, but for some winners, such as Louise Fletcher (Nurse Ratched in *One Flew Over the Cuckoo's Nest*), it is not a milestone on the road to stardom. As Johnny Weissmuller, famed as Tarzan but a perennial loser, remarked, "Me sit in tree for 17 years. Me watch 'em come and go."

### Part EIGHT

#### Word and Phrase List

Listen, read and remember:

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. theatre                           | театр, демонстрационный зал    |
| 2. to go (went, gone) to the theatre | ходить в театр                 |
| to frequent theatres                 | ходить в театр, быть театралом |
| 3. theatre life                      | театральная жизнь              |
| theatre goer                         | театрал                        |
| 4. theatrical                        | театральный, сценический       |

theatrical scenery	театральные декорации
theatrical performance	театральная постановка
theatrical manners	театральные манеры
5. chief producer of the theatre	главный режиссер театра
6. premiere	премьеры
7. stage	сцена
stage manager	режиссер-постановщик
8. scene	1) сцена, явление в пьесе; 2) место действия (в пьесе, книге, жизни)
9. act	действие, акт
acting	игра, исполнение
10. play	пьеса
11. to perform	исполнять роль
performance	представление
12. cast	состав исполнителей (в данном спектакле); актерский состав ( <i>употр. с гл. в ед. и мн. числе</i> )
13. to applaud	аплодировать, рукоплескать
to applaud smb.	аплодировать кому-то
14. curtain	занавес
curtain-call	повторный вызов исполнителя
15. show	зрелище, спектакль, представление

#### EXERCISES:

##### I. Read and translate the following sentences:

- How about going to the theatre with me? – That sounds like a good idea. When exactly? – Tonight. – O. K.
- How did you like the play? – We enjoyed every minute of it.
- Who played the leading part in this play? – Vladimir Visotsky. He played the part of Hamlet brilliantly.
- The duel scene in *Hamlet* impressed us greatly.
- Her acting was wonderful in the last scene.
- In the first act the scene is laid in France.
- They have almost no scenery in that play.
- John suggested that he should book seats for the theatre.
- The curtain went up and the performance began.
- She had seven curtain calls that night.
- The audience were happy to see the famous actress on the stage again.
- It was a performance with an all-star cast.
- As the curtain went up the audience began to applaud.
- If he offered to buy tickets for today's matinee we would certainly agree.
- The producer allowed us to attend the dress rehearsal (*генеральная репетиция*).
- I know that Carol Haney was playing the main part. – Yes, she had a wonderful sense of comedy, her songs and dancing were marvellous. The show was likely to become a hit and give Broadway a new star.
- The performance was over. The curtain went down and then up again for the curtain-calls. The audience stood. They cheered (*аплодировали, приветствовали*) and threw kisses. The cast around her applauded. She was great.

18. The audience made a great deal of noise, especially in the balcony.
19. With this production (постановка) the theatre is again enjoying full houses and tours.
20. *Show* is used for an entertainment at a theatre where what is to be seen is more important than what is to be heard. – Did you see any good shows while you were in London?
21. I wonder, when the Art Theatre is opening its seasons.

## II. Read the dialogues in pairs:

1. - Would you like to come with me to the theatre tonight?
  - I'd love but honestly I can't.
  - Oh, come on. Just for me, eh?
  - Oh, very well. Just for you.
2. - Would you like to see a new performance with me on Sunday?
  - Oh dear, I can't on Sunday. Can't you make it another day?
  - What about Thursday, then?
  - Yes, Thursday's fine. Thank you very much.
3. - Do you feel like going to some show together?
  - Yes, I'd love to but when exactly?
  - Tonight.
  - Oh dear! I'm afraid I can't. I've already arranged to go somewhere tonight.
  - Ah well. Another time, perhaps?
  - Yes, fine.
4. - Do you feel like going to the variety show?
  - That sounds like a good idea. Thank you.
  - Let's make it at 6.30 at your place.
  - That'll be O. K. by me.
5. - How about seeing "Congratulations"?
  - Where is it on?
  - It's at the National Theatre.
  - Who's in it?
  - Gertrude Gaudy.
  - What's she like?
  - She's very good.
  - What's it about?
  - It's about a doctor and a nurse.
  - How long is it in for?
  - It's on from May 13<sup>th</sup> to June 30<sup>th</sup>.
6. - Would you like to see "Hamlet" with me next Friday?
  - I'd love to but my friends are coming down from Edinburgh and I've promised to show them some sightseeings.
  - Ah well, another time perhaps?
  - Yes, fine. Why not the weekend after next? It's still on then, isn't it?
  - Yes, lovely.

## III. Make up dialogues using the following sentences:

- a) Let's go ...:

1. Where would you like to go?
2. And what about going to ... ?
3. Don't you know what is on today?
4. Let's go over to the billboard and see what's on.
5. Who is it by?
6. Is it worth seeing?
7. How long will it take us to get there?
8. Let's go there at once.

b) At the Box-Office:

1. What's on?
2. I want to get tickets for ...
3. How much are the tickets to the front stalls (the boxes)?
4. We are lucky to have the seats we wanted.

c) In the Theatre:

1. Let's buy a programme from the usher.
2. The cast is well chosen.
3. I agree with you.
4. To my mind he's an excellent actor.
5. It's by the great Russian short-story writer and playwright Chekhov. It is "The Cherry Orchard".
6. I hope we'll enjoy it.

d) A visit to a Theatre:

1. The play by ... is exciting (boring).
2. I liked the situations that were put into the play (plot).
3. It was so dull to watch this play that I felt like walking out.
4. I could not help crying (laughing).
5. The production (acting) was first-rate (decent).
6. The play deals with the events of ... .
7. It was an evening performance.
8. The house was full (half empty).

e) At the Box-Office:

1. Please, let me have tickets for the performance of ... for tonight.
2. I'm sorry, but all the tickets are sold out.
3. Let me see what I can do for you.
4. There are tickets for tomorrow.
5. Please, let me have tickets in the ... .

IV. Read the texts.

A. If we want to go to the theatre we must first look through the *billboard* to find out what is on. As it is sometimes rather difficult to get tickets we must *book* them at the *box-office*. Some people don't like to have *seats* far from the stage. They try to get tickets for the stalls. On the gallery the tickets are cheaper. When we come to a theatre we leave our coat in the *cloak-room*.

If we want to know the *cast* we buy a *play-bill*. We look through it to find out who plays the leading role in the performance we are going to see. After this we *take our seats* and wait for the lights to go down. Soon the lights go down, the curtain goes up and the play begins.

Answer the questions:

1. What must you do if you want to go to any theatre and to know what is on?
2. Do you like to have seats far from the stage or near it?
3. Which tickets are cheaper?
4. What do we buy to know the cast?
5. Where do you buy tickets?
6. What do we call the place in the theatre where we leave our coats?

B. I'll never forget my first visit to the Bolshoi Theatre. It was ages ago, but *it stands out in my memory quite vividly*. My mother bought *beforehand* two tickets for a *matinee performance* of the ballet "The Sleeping Beauty" by Tchaikovsky. We came to the theatre long before the performance began. A sign at the entrance of the theatre read "House full". Many people were standing at the theatre asking if we had an *extra ticket*.

We left our cast in the *cloak-room* and bought a programme from the *usher* to see what the cast was. I remember we were glad to see that Plisetskaya was dancing the main part.

At twelve *sharp* the lights went down and the performance began. I had never seen anything more wonderful. The scenery and the dancing were excellent. When the last curtain fell *the house burst into applause*. The dancers *got many curtain calls* and were presented with flowers. *The performance was a great success with the public*. This first visit to the Bolshoi theatre is one of my brightest memories.

Notes:

billboard	афиша, объявление
to book tickets	покупать билеты
box-office	билетная касса
seats	места
the stalls	кресла, первые ряды партера
cloak-room	раздевалка, гардероб
the cast	состав, труппа
play-bill	программа
to take seats	занять места
It stands out in my memory quite vividly.	Я очень хорошо это помню.
beforehand	заранее
matinee performance	утренний спектакль
"House full"	билетов нет
extra ticket	лишний билет
usher	билетер
sharp	ровно
the house burst into applause	зрители зааплодировали
to get curtain calls	быть вызванным на сцену
The performance was a great success with the public.	Представление имело большой успех.

V. Read the texts and ask questions on it.

1. Sergei Obraztsov is a founder of the State Central Puppet Theatre. The theatre was founded in 1931. In fifty years of its existence the theatre produced over sixty plays.

When the theatre was opened it was intended for children. But time showed that adults became interested in the puppet theatre, too. The first show produced for adults in 1940 was called “Aladdin’s Lamp”. It became a hit. “The Unusual Concert”, another show for adults, has been a tremendous success for many years now.

2. Galina Ulanova, prima ballerina of Moscow’s Bolshoi Theatre Ballet, is the most exciting theatrical personality of the 20<sup>th</sup> century.

Her name has been a legend here for years and those interested in arts listened eagerly to the tales of travellers from Moscow who had been lucky enough to see her dance at the Bolshoi Theatre. Ever since war our Royal Opera has been negotiating for the Bolshoi Theatre Ballet to appear in London and we all hoped that Ulanova would head company in some of her most famous parts.

3. ABBOTT, GEORGE. Director, actor, writer, producer, and play doctor, George Abbott had the longest (82 years) and most prolific career in the American theatre. Involved in more than 120 productions, he won four Tony Awards, a Pulitzer Prize, and the Kennedy Centre Lifetime Achievement Award. When asked to explain the famed Abbott touch, which turned his shows to gold, he said, “Keep the action alive.” As good as his word. He delivered plays that were funny, fast-paced, and full of life.

A no-nonsense director, he once silenced Carol Channing’s “Why?” with “Because I say so!” He launched the careers of such stars as Gene Kelly, Kirk Douglas, Shirley MacLaine, and Carol Burnett, among many others. Tall and lean, he invariably wore a jacket and tie, walked everywhere, and scorned cocktail parties and showbiz (biz – *пазд.* business) phones. At 75 he had three hit plays running on Broadway; at 76 he dashed off his autobiography; at 96 he married his third wife; at 106 he had his pacemaker replaced; and 107 he died, shortly after completing a revision of his 1954 hit, *The Pajama Game*. Famous Plays; *Pal Joey* (1940), *Sweet Charity* (1942), *Damn Yankees* (1955) and *A Funny Thing Happened on the way to the Forum* (1962).

4. APOLLO THEATRE. This Harlem landmark on west 125<sup>th</sup> street in New York city has been a major showcase for top black entertainers since the 1930s. Built in 1913, it began as a burlesque house that didn’t allow blacks in the audience. By the 1920s it was offering shows that usually included jazz. In 1932 it became a black vaudeville house.

It wasn’t until renovations were made in the mid-1930s that the Apollo became a world-renowned venue for jazz musicians. “Lady Day” (Billie Holiday) was a sensation when she opened with Count Basic’s orchestra in 1937. Duke Ellington, the elegant dancing Nickolas Brothers, and pianist Nat “King” Cole also held court there. In later years rhythm and blues, gospel, and soul prevailed; among the popular headliners were James Brown, Aretha Franklin, and Smokey Robinson and the Miracles. Recently the Apollo has been operating as a non-profit performance centre. Its famous Wednesday night amateur show continues its tradition of discovering future stars and booing the unready offstage.

## Part NINE

### Word and Phrase List

Listen, read and remember:

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. to share impressions              | поделиться<br>впечатлениями |
| 2. to feel (felt, felt) sympathy for | сочувствовать (герою)       |

3. to display admiration and emotion	выражать восхищение, чувства
4. to be of great importance	иметь большое значение
5. to be close to everyone	быть близким (понятным) каждому
6. to express one's views	выражать свое мнение
7. to be a great success	иметь большой успех
8. genre	жанр, манера, стиль
9. repertoire	репертуар
10. row	ряд
11. to seat	вмещать, помещать
12. first night	премьеры, первое представление
13. rehearsal	репетиция
dress rehearsal	генеральная репетиция

### EXERCISES:

#### I. Read and translate the following sentences:

- What are your impressions of this ballet? – I’ve never seen anything more wonderful – the scenery and dancing were excellent.
- Have you got any stalls? – I’ve got a few stalls and four circle (бельэтаж) seats.
- Where are our seats? – The seats are in the middle of the row.
- I wouldn’t say this theatre has a large repertoire. – I agree with you.
- The new production was a tremendous success, wasn’t it? – It was. How do you account for (объясните) the success of this production?
- As far as I know the new theatre will seat 800 people. – You are quite right.
- I phoned the box-office and the booking-clerk (билетер) said. “All sold out”. – What a pity! What about going to the theatre next week? – With pleasure.
- T. Williams is one of the most prominent (выдающийся) American playwrights.
- I felt sympathy for the main characters. What was her name? – You mean *Gertrude*? Oh, yes. And her acting was perfect.
- Last week Peter Stein began rehearsals for his production of Hamlet at the Conference Room of the Itar-TASS buildings.
- When are they having dress rehearsal? – On Saturday.
- The production was performed 150 times and every time it was a great success.
- This project is being executed by the International Confederation of Theatrical Unions, the Chekhov Festival, and the German Goethe Cultural Centre and is of great importance.
- The play is expected to premiere on October 10, at the Russian Army Theatre.
- I know you’re an admirer of ballet. What new ballets would you advise me to see?
- I think the contemporary (современник) wants to see plays that deal with problems of his everyday life.
- To my mind the theatre is always renewing its life. It’ll live for ever.

#### II. Make the necessary substitutions and reproduce the dialogues.

- A: Have you got two seats for *tomorrow’s performance*?  
B: I’ve got a *few* stalls and *two* circle seats.  
(A: tonight’s performance, the matinee; B: two, four; three, six)
- A: Where are the seats?  
B: They’re in the middle of the *third* row.  
(B: fourth, seventh, eighth)



3. A: What *plays* does the theatre stage?  
 B: Both classical and modern.  
 (A: operas, ballets)
4. A: For what purpose was the new theatre set up?  
 B: For the purpose of producing *plays* by modern *playwrights*.  
 (B: operas, composers; ballets, composers)
5. A: How did the *British* audience like the performance?  
 B: As far as I know it was a great success.  
 (A: American, French, Canadian)

III. What would you say if you took part in these dialogues? Dramatize them.

1. A: Have you got two seats for the evening performance?  
 B: ...  
 A: In what row are the stalls?  
 B: ...  
 A: How much are they?  
 B: ...  
 A: All right, I'll take them.  
 B: ...
2. A: I know you're an admirer of ballet, Mary. Could you tell me about the new productions at the Bolshoi Theatre?  
 M: ...  
 A: Did you happen to see any of them?  
 M: ...  
 A: Is it difficult to book seats?  
 M: ...  
 A: Thank you. It's very kind of you.
3. A: I saw "Faryatyev's Fantasies" at the Sovremennik Theatre last week.  
 B: ...  
 A: It impressed me greatly. This is a play about young people. The main character, Faryatyev is a very kind man dreaming of cosmic contacts.  
 B: ...
4. A: Did you see "The Echelon" at the Art Theatre?  
 B: ...  
 A: How did you like the performance?  
 B: ...  
 A: Do you know that the play was staged in Houston, the USA?  
 B: ...
5. A: Could you believe if somebody told you that the theatre was dying?  
 B: ...  
 A: Can we say that the theatre is always renewing its life?  
 B: ...
6. A: In my opinion the theatre is always dying for some of the old actors who lose touch with reality.  
 B: ...

#### IV. Act as interpreter.

*Jenny Shaw:* I would have never believed it was possible to stage a ballet based on Dostoevsky's "Idiot" if I hadn't seen it myself.

*Зоя Чурикова:* Вы имеете в виду балет, который поставил Петербургский балетный ансамбль (ensemble)?

*Jenny:* Yes. It was a marvelous performance. I hadn't enjoyed myself so much for a long time.

*Зоя:* Да. Я видела его в прошлом году и получила огромное удовольствие. Кстати, тот ансамбль был создан не так давно.

*Jenny:* Unbelievable! As far as I know there are several ballet theatres in Moscow and St. Petersburg and now there appeared this ensemble. For what purpose was it set up?

*Зоя:* Я читала о том, что основатели (founder) театра решили использовать камерную музыку для постановки балетных спектаклей. Репертуар ансамбля в основном включает одноактные балеты.

*Jenny:* I suppose one can speak of a new trend in your opera and ballet. In Moscow you have the Chamber Musical Theatre, as to St. Petersburg Ballet Ensemble you may call it the Chamber Ballet Theatre.

*Зоя:* Я бы не назвала это «тенденцией». По-моему, это объясняется желанием постановщиков, музыкантов, певцов, танцовщиков и зрителей расширить (to broaden) жанры оперы и балета.

*Jenny:* That sounds very interesting. I must say there's a lot to learn and see in your country for an admirer of opera and ballet.

*Зоя:* Да, очень много интересного. Я бы также посоветовала вам сходить в Детский музыкальный театр. Если я не ошибаюсь, это единственный в мире театр для детей.

*Jenny:* What does it stage?

*Зоя:* Оперы и музыкальные спектакли. Его постановки пользуются огромным успехом. Билеты достать почти невозможно.

*Jenny:* Thank you for the advice. I'll try my best to get tickets there.

#### V. Translate into English:

1. – Есть ли у вас места в партере на завтрашний вечерний спектакль?

- Есть только два места в десятом ряду.
- Сколько они стоят?
- По сто рублей каждый.
- Я возьму их. Вот деньги.
- Вот билеты и сдача.

2. – Как летит время. (Time flies.) Мы все считали Кукольный театр Образцова молодым, нам казалось, что он недавно организован, а он уже отпраздновал свой пятидесятилетний юбилей.

- Это и мой любимый театр. Думаю, это единственный кукольный театр в мире, который пользуется популярностью как у детей, так и у взрослых.
- Да, вы правы. И на детские, и на взрослые спектакли почти невозможно достать билеты.
- Мой любимый спектакль – «Необыкновенный концерт». Должен сказать, что этот спектакль пользуется большим успехом во всех странах мира.

3. – Чем объясняется популярность пьес Чехова во всем мире?

- По-моему, тем, что Чехов поднимает общечеловеческие проблемы, которые интересуют всех людей.

- Какие пьесы Чехова вам больше всего нравятся?

- «Дядя Ваня» и «Чайка».

4. – Я только что просмотрел театральную афишу (playbill) и увидел, что во многих театрах идут пьесы зарубежных авторов.
- Русский театр всегда ставил пьесы зарубежных драматургов, как классиков, так и современных.
  - Кто из современных американских драматургов пользуется наибольшей популярностью?
  - По-моему, Теннесси Уильямс (Tennessee Williams). Его пьеса «Трамвай-желание» («A Streetcar Named Desire») пользовалась большим успехом в течение ряда лет.

#### VI. Dramatize these situations.

1. Exchange impressions with a foreign colleague after a visit to the Bolshoi Theatre (the Moscow Art Theatre, the Sovremennik Theatre, the Obraztsov Puppet Theatre, the Chamber Musical Theatre, the Children's Drama Theatre).

2. Speak with a foreign colleague about your favourite playwrights and favourite performances.

### REVIEW EXERCISES:

#### I. Read and translate the sentences:

1. "Our Town", based on Thornton Wilder's play, was produced by the graduates of the Russian Academy of Theatrical Art.
2. The play is well known to theatre-goers. It is lyrical, moving but also tragic.
3. David Lynch, the American film director who shook Russian TV audiences with the "Twin Peaks" serial, has agreed to head the International Film Festival in Sochi.
4. The Pokrovka Theatre has a team of thirty-odd (тридцать с лишним) actors and actresses - mainly young men and women with previous stage experience elsewhere. They were attracted by its Director's ideas and joined the Pokrovka with the aim of creating a new theatre in partnership with him.
5. The premiere of "Zhivago" took place in Vienna, and after several performances in Moscow the theatre will take it for a quest performance tour abroad.
6. Marina Neyolova acts as Waltraute in "Internal garden" produced at the Sovremennik Theatre. She reappeared on the Moscow stage after a big interval, and for that or other reasons appeared before the audiences completely changed.
7. I think there is a common feeling of tiredness in the film industry, at least in Europe.
8. It is impossible to direct films from year to year, thinking that nobody had shot them before you.
9. I decided to learn how to make films.
10. At present cinema is at the stage of survival.
11. He considers his latest film as a step along the road of professional cinema.

#### II. Ask your friend:

if he (she) prefers to go to the cinema or to watch TV programme at home;

what film(s) he (she) likes best;

if it is a feature (documentary, full-length, popular-science) film;

who the producer of this film is;

whom the script for this film is written by;  
who performed the leading roles;  
what impression this film produced upon you;  
who his (her) favourite film actor (actress) is;  
what films he (she) saw him (her) in.

### III. Name:

some great masters of the film;  
some chief-producers of the theatre (Galina Volcheck, Yuri Lyubimov);  
some Russian and Western film-stars;  
some well known Russian composers and their works (Tchaikovsky, Mussorgsky, Glinka, Rimsky-Korsakov, Rachmaninov);  
some modern composers (Sviridov, Shnitke, Shostakovich);  
the theatres and their actors (actresses);  
some playwrights.

### IV. Act the following dialogues:

#### A. BOOKING SEATS FOR THE THEATRE

*Peter Nikolaev:* Have you got two seats for tomorrow's performance?

*Booking clerk:* The first or second performance?

*Peter:* I usually prefer the second.

*Booking clerk:* I've got a few stalls and two circle seats.

*Peter:* How much are the seats in the circle?

*Booking clerk:* Five and a half pounds each. I'll show you where they are on the plan. Here they are – in the middle of the second row.

*Peter:* I'll take those. What time does the second performance begin?

#### B. TALK ABOUT THEATRE

##### 1.

*Diana Andrews:* I know you're an admirer of opera, Anna. Last night I heard on the radio that the Moscow Chamber Musical Theatre (1) was starting its new theatrical season. I've never heard of this theatre. Could you tell me about it?

*Anna Fedorova:* Though it's existed for quite a time, most theatre-goers still call it "the new opera theatre". It was set up for the purpose of developing the genre of "smaller opera" (2).

*Diana:* What operas does the theatre stage?

*Anna:* Both classical and modern. Its repertoire includes over 15 productions, "Play-house Director" (3) by Mozart, "Apothecary" (4) by Haydn and "Marriage Bill" (5) by Rossini, to name only a few.

*Diana:* Did the theatre produce any operas by Russian composers?

*Anna:* Yes, I think three or four operas were staged. The first was "The Nose" by Dmitri Shostakovich. The composer himself took an active part in its production. The opera has always been a tremendous success with the public. A few years ago the French Charles Cros Academy (6) awarded Grand Prix (7) to the recording of this opera by this company.

*Diana:* Did you happen to see it?

*Anna:* Yes, and I enjoyed every minute of it.

*Diana:* I'd like to see a few operas at this theatre. Is it possible to book seats?

*Anna:* I'd say it's next to impossible. The theatre is small, it seats only 220 people. I suppose it's already been sold out. I'll try to help you. A friend of mine is an actor at this theatre. I'll ask him to get seats for you.

*Diana:* Thank you very much. It's very kind of you.

2.

*John Spenser:* I saw Roschin's play "The Echelon" (8) at the Sovremennik Theatre yesterday.

*Michael Vetrov:* How did you like it?

*John:* It impressed me greatly. It's a story of the World War II days, the tales of those who survived when survival seemed impossible.

*Michael:* I saw the play at the Art Theatre and I liked it very much, too.

*John:* By the way Roschin's play was staged in the USA. It was the first production by a Russian producer – Galina Volchek was invited to stage it in Houston, Texas.

*Michael:* As far as I know it was a great success.

### C. THE BRITISH THEATRE IS DYING

A conversation between Alfred Leathers, an old actor, and Martin Cheveril, a playwright and producer.

*Alfred:* Martin, my boy, I've been acting too long and – as the youngsters like to say – I've had it (9).

*Martin:* Nonsense, Alfred.

*Alfred:* The Theatre's finished and we might as well admit it (10).

*Martin:* It was different when you were young, of course – eh?

*Alfred:* Different? I should think it was.

*Martin:* You've seen some great nights in the Theatre, I imagine, Alfred – eh? (It is like a prompt.)

*Alfred:* I have, Martin. Great nights. And they'll never come again. Don't forget that in my time I've played with Irving (11), Ellen Terry (12) and Tree (13).

*Martin:* Great names, Alfred.

*Alfred:* Ah – but the Theatre was the Theatre in those days, Martin. It was all the public had, and so we all did our best with it. None of your films and radio and television and the rest of them then. It was the Theatre – and the Theatre as it ought to be.

*Martin:* The Theatres dying – though it may last out our time.

*Alfred:* Yes, thank God. But I don't give it much longer.

*Martin (smiles at him):* Well, you see, Alfred, I know that speech about the dying Theatre. I've heard it before.

*Alfred:* Exactly. And everything goes to prove.

*Martin:* That you're an elderly actor, Alfred, and that the Theatre's dying for you. It's always been dying for the old hands. And it's always been born again for the new ones. And that's not its weakness – that's its strength. It lives – really lives and not merely exists, but lives as humanity lives – just because it's for ever dying and being born, because it's always renewing its life.

*Alfred (not convinced):* Now wait. It's dying for me, we'll say but who is it being born for?  
(The door opens and Otley comes in.)

*Otley:* Miss Seward's here.

*Martin (to Otley):* Send her in. (To *Alfred*) Your answer's here.

Names:

Mozart

Моцарт

Haydn	Гайдн
Rossini	Россини
Houston	г. Хьюстон
Texas	штат Техас
Alfred Leathers	Альфред Летерс
Martin Cheveril	Мартин Чиврил
Seward	Сьюард

Notes:

- |                                       |  |
|---------------------------------------|--|
| 1. the Moscow Chamber Musical Theatre | Московский камерный музыкальный театр  |
| 2. smaller opera                      | малая (камерная) опера   |
| 3. "Play-house Director"              | «Директор театра»  |
| 4. "Apothecary"                       | «Аптекарь»   |
| 5. "Marriage Bill"                    | «Брачный вексель»  |
| 6. the French Charles Cross Academy   | академия названа по имени известного французского поэта Шарля Кроса (1842-1888)            |
| 7. Grand Prix                         | «Гран-при» (Большая премия, Главная премия), высшая награда на фестивале, конкурсе и т. п. |
| 8. "The Echelon"                      | «Эшелон»   |
| 9. I've had it.                       | С меня достаточно. (театра)  |
| 10. we might as well admit it         | и мы могли также признать это  |
| 11. Sir Henry Irving (1838-1905)      | сэр Генри Ирвинг, английский актер   |
| 12. Ellen Terry (1847-1928)           | Эллен Терри, английская актриса  |
| 13. Sir Herbert Tree (1853-1917)      | сэр Герберт Три, английский актер  |

V. Find in the dialogues English equivalents for these word combinations and sentences.

1. имеется несколько мест в партере
2. в середине второго ряда
3. начинается новый театральный сезон
4. Композитор сам принимал активное участие в ее постановке.
5. Я бы сказала, что это почти невозможно.
6. когда спасение казалось невозможным
7. Насколько я знаю, спектакль имел большой успех.
8. Как вы объясните успех пьес на производственную тему?
9. вопросы, которые поднимают пьесы
10. Современный человек проводит много времени на работе.
11. Не забывайте, что в мое время я играл с... .
12. и всего прочего
13. И в этом не слабость, а сила театра.

## TEXTS FOR READING

### Text I           STUDENTS MASTER CLASSICAL PLAYS

"Our Town", based on Thornton Wilder's play, was produced by the graduates of the Russian Academy of Theatrical Art.

Oksana Smurova

Students performances usually have a short life. Attempts to prolong them, transferring the educational play onto a big stage, more often fail because the lightness of the performance, improvisation and grace vanish. Therefore, the exceptions to this rule, such as Wilder's "Our Town" - the diploma work of the fifth-year students of the acting department of the Academy are highly valued. One and the same actors tell the love story of George (Ilya Ilyin) and Emily (Vera Zotova) and reproduce the noise of rain, the clatter of wheels, imitate the chickens in the chicken coop, in short, work very hard which is not encountered very often on modern stage.

The play is well known to theatregoers: at one time Moscow was conquered by the play "Our Town" produced by Mikhail Tumanishwili. It is lyrical, moving but also tragic – the last act takes place in a cemetery where Emily is buried. It is one thing to depict a rooster, but to speak about the transient life is quite different. An emotional and frank manner in a play helps here too.

The remarkable company of graduates from this course joined the Russian youth theatre. Either because of their age, or commitment to their vocation, for the time being they avoid the difficulties of reality (take, for instance, the low salary of a beginning actor) and dream of their own theatrical "town", just as beautiful as in the well-known play.

### Text II           EVENING OF FRENCH BALLET

For two nights the stage of Moscow's A. S. Pushkin Theatre was given to the National Choreographic Centre of Nantes.

Marina Yuryeva

Its company is directed by Claude Brumashon, choreographer and performer of many of his own compositions. His creative biography is quite unusual as are his productions. A professional artist, he took an interest in dancing fairly late, and was able not only to make up for lost time but even to create a theatre.

The program of guest performances included three short items and a one-act ballet "The Tenth Wave" for two pairs. Claude Brumashon handles the ballet plot on the eternal theme - man and woman, love, loneliness - with a talent of a truly captivating "story-teller" despite repetitions and longueurs.

The most interesting item is "Predators" (I would even call them repenting predators) to the music of Christophor Surfluch. The duet utterly lacks any ambiguity which is now so fashionable in ballet. A really man-like, strong and powerful dance: struggle for existence, fraternity, treachery, repentance.

According to the ballet master, he is above all interested in movement without any additional contrivances – everything must only be in its "pure shape".

### Text III           PETER STEIN BACK IN MOSCOW

By Marina Davydova  
Vremya MN

Last Week Peter Stein began rehearsals for his production of Hamlet at the Conference Room of the Itar-TASS building. The play features stars of the Russian stage, including Yevgeni Mironov (Hamlet), Irina Kupchenko (Gertrude), Alexander Feklistov (Claudius), Mikhail Kozakov (the Ghost of Hamlet's father), Vladimir Etush (1<sup>st</sup> Actor) and Mikhail Filippov (Polonius). All that's missing is Ophelia. Stein's choice this role – Chulpun Khamatova, a rising star of a Russian cinematographer – is currently busy with film shoots.

Stein, whose staging of plays by Chekhov have come to delight Moscow audiences, has long since felt at home in Russia. This isn't his first time working with Russian actors. In 1994, he staged Aeschylus' trilogy "Oresteia" at the Theatre of the Russian Army. The production was performed 150 times, including at some of the biggest international festivals in different countries throughout the world. It was in Yevgeni Mironov's performance of Orestes that Stein saw the future Hamlet.

The master responded jokingly and sometimes evasively to questions from journalists, saying that he had never staged Shakespeare's great tragedy before, and that he only decided to do it because he doesn't understand the language that the actors will use in the play. He assured everyone that, so far, he had no conception for the play. All he knows is that it will be performed in empty space, without any decorations whatsoever. (It's not clear what Dionysis Fotopolos, the famous Greek artist who was hired as the set designer, is supposed to do in this case.)

The project is being executed by the International Confederation of Theatrical Unions, the Chekhov Festival, and the German Goethe Cultural Center. And, unlike Stein, Valery Shadrin, the Confederation of Theatrical Unions manager, was in no mood for jokes. When asked the burning question: "How much does the project cost?" Shadrin, taught by the bitter experience of the Chekhov Festival (the money promised by Boris Berezovsky for the theatrical marathon hadn't been deposited in the Confederation's account), muttered in a bitter and absolutely serious voice: "Time will tell". All we can do is hope that the sponsors that the organizers are negotiating with will prove to be more responsible than Mr. Berezovsky.

The play is expected to premiere on October 10, at the Russian Army Theatre.

## **SOME ARTICLES FOR ADDITIONAL READING**

### **1. MATHS TEACHERS HALVED SINCE 1983**

The Government is facing a huge new hurdle in its education revolution – a collapse in the number of maths teachers. The total number in England, which has historically been calculated by the Government every four years, fell from 40,500 in 1983 to 25,200 in 1997. The situation is expected to deteriorate further over the next decade as waves of staff reach retirement age. More than 60 per cent are now aged over 40.

To reverse the decline, the Government needs to recruit one third of maths graduates into the profession every year. With a growing number of better-paid jobs on offer in the private sector, the current rate of recruitment is closer to 10 per cent. A fall in applications to degree courses, following a sharp increase in failure rates for the new maths A levels, threatens to exacerbate the situation.

The scale of the known decline has emerged in the Government's response to a parliamentary question put down by Phil Willis, the Liberal Democrat Education spokesman. "The downfall has been horrendous," Mr. Willis said. "We believe it is having a very serious effect on our schools, as fewer and fewer children are taught by qualified maths teachers. The Government needs to be more imaginative about recruiting maths teachers, including enticing former teachers back into the profession. It should also conduct the missing research, so we know exactly how bad the situation is."

John Howson, the managing director of Education Data Surveys, estimated that the number of maths teachers was close to 20,000 "and falling". "I am very concerned that we do not have accurate details," Mr. Howson said.



University admissions officers are reporting 20 per cent fall in applications for courses starting in September, a situation that one lecturer described as “an unmitigated disaster”. They say that up to 60 departments that rely on students with maths A levels could be closed.

Alan Smithers, the director of the Centre for Education and Employment Research at the University of Liverpool, said that maths was being taught by makeshift staff; engineers or accountants who studied it as part of their course, or PE teachers and geographers, who had done little of the subject themselves. Pupils were not taught with enthusiasm, so were not inspired to follow the subject.

John Dunford, the general secretary of the Secondary Heads Association, said: “Maths A level is perceived to be harder than the others, so fewer pupils opt to take it and go on to university. At the same time there has been an increase in demand for maths graduates from industry. We need a ten-year programme to bring the numbers back to former levels.”

## **2. HEALTH: NEW NEEDS FOR A CHANGING WORLD**

The world’s population is growing, moving and changing faster than ever before, and so are its patterns of sickness and health.

Some changes are well-documented. Most of us know about the continuing increase in total and the growing proportion of elderly people in most countries.

Some changes are less obvious. The health hazards of westernized diets increasingly affect developing countries. Smoking is set to become the biggest killer worldwide some time this century.

With limited funds available, health planners in the developing world especially need to track these changes to allocate their resources most effectively.

This is why the United Kingdom-based medical research charity the Wellcome Trust has set up its new Health Consequences of Population Change (HCPC) programme to support research which will document these changes, assess their impact on public health and use the knowledge to improve and better target the distribution and delivery of healthcare.

“The ultimate aim,” said Wendy Ewart, Scientific Programme Manager for the HCPC programme launched in October 2001, “is to provide the evidence that governments and agencies need to make the best use of scarce resources for healthcare.”

The changes that the HCPC-sponsored research, costing 65 million pounds sterling, will be tracking are being brought about by population growth, by the increasing proportion of elderly people, by migration, urbanization and lifestyle changes. The large-scale migrations of populations escaping war and persecution create huge health problems.

People encounter infectious diseases against which they have no natural immunity. Overcrowding in camps and temporary dwellings with limited or no sanitation encourages the spread of infections.

Similar and ever-growing problems are created by the continuing movement of poor rural people into sprawling “mega cities” in the developing world.

As well as coming into contact with diseases which their immune systems may never have encountered, people moving to shanty town accommodation from so-called “primitive” areas often move from enjoying the world’s healthiest diets and the most supportive family structures to consuming the worst western fast food, in a way of life devoid of family structure.

Unhealthy eating is not the only consequence of the breakdown of traditional family and social structures in mega cities.

Smoking, encouraged by irresponsible advertising, is on the increase especially among young women who are even more prone to its harmful effects than men. Promiscuous and careless sexual practices have led to a continuing increase in the incidence of sexually transmitted diseases including Aids (acquired immune deficiency syndrome).

In allocating funds for research which will document and illuminate these problems, Ms Ewart and her colleagues are building on their strong existing links with four centers of excellence in relevant research around the world.

The Centre for Research in Population Studies and Reproductive Health in South Africa is exploring issues including the spread of HIV (human immunodeficiency virus) and other sexually transmitted diseases.

The Centre for Studies of Population Change in Thailand is researching, among other topics, the health effects of population migrations.

As well as driving connectivity, the HCPC programme aims to build expertise on the ground where it is needed, rather than seeing it sucked away to the most prosperous parts of the world.

“We want to train the leaders of the future on their home grounds; or as near as possible, so when they complete their training and return home they will be able to maintain links with their regional center of excellence,” said Wendy Ewart.

“We want to keep leaders in the regions where they trained so that in five years” time we will have left something that will last.”

### **3. ANALYZING OSCAR**

#### **ACADEMY AND STATUETTE HISTORY**

The academy was organized in may, 1927, as a non-profit corporation chartered under the laws of California. Its original 36 members included production executives and film luminaries of the time.

A popular story has been that an Academy librarian and eventual executive director, Margaret Herrick, thought the statuette resembled her Uncle Oscar and said so, and that as a result the Academy staff began referring to it as Oscar.

No hard evidence exists to support that tale, but in any case, by the sixth Awards Presentation in 1934, Hollywood columnist Sidney Skolsky used the name in his column in reference to Katharine Hepburn’s first Best Actress win. The Academy itself didn’t use the nickname officially until 1939.

Since its conception, the Oscar statuette has met exacting uniform standards – with a few notable exceptions. In the 1930s, juvenile players received miniature replicas of the statuette; ventriloquist Edgar Bergen was presented with a wooden statuette with a moveable mouth; and Walt Disney was honoured with one full-size and seven miniature statuettes on behalf of his animated feature Snow White and the Seven Dwarfs. Between 1942 and 1944, in support of the war effort, Oscars were made of plaster. After the War, winners turned in the temporary awards for golden Oscar statuettes.

The traditional Oscar statuette, however, hasn’t changed since the 1940s, when the base was made higher. In 1945, the base was changed from marble to metal and in 1949, Academy Award statuettes began to be numbered, starting with No.501.

#### **WHAT EXACTLY IS AN “OSCAR”?**

The Oscar is a tin and copper statuette of a naked man holding a sword and standing on a reel of film. The award weighs 8 1/2 pounds and is plated with gold.

Since the list of winners is kept secret until the telecast, the awards handed out on television are blanks. The Academy reclaims the statuettes the morning after the telecast and has them engraved before they are shipped back to the anxious recipients. The personalized engraving is on a small plaque attached to the pedestal on which Oscar stands. The engraving includes the years, the award category and the name of the recipient. Each statuette is also engraved with a serial number on the back of its base.

## THE ACADEMY AWARDS TELECAST AS A MEDIA EVENT

The Oscar telecast is the most widely viewed annual media event in the world originating from the United States. It has an audience of a billion people in 90 countries. The all-time top-rated Oscar telecast was in 1983, when it drew close to 81 million viewers in the United States.

The venues for the Oscar telecast alternate between the Dorothy Chandler Pavilion of the Los Angeles Music Centre which seats 2,900 people and the Shrine Auditorium which seats almost 6,000. Several hundred seats are reserved for the nominees, the presenters, various entourages from the corporate advertisers sponsoring the Oscar telecast, and well-connected individuals accompanied by their escorts.

The remaining seats are then available to AMPAS members on a first come-first serve basis since there are many more members than there are seats. Those who wish to attend will pay between \$50 and \$200 per ticket. Scalpers will charge as much as \$1500.

The seating plan is carefully controlled. The nominees and presenters are seated in a “golden horseshoe” close to the stage so that their faces are easily seen by the eleven television cameras and the winners won’t have far to walk when they collect their awards.

In recent years, the single host format has prevailed, with Billy Crystal being a popular emcee. Crystal was a television star before becoming a movie star and his good-natured yet acerbic humour have been appreciated by bored audiences. Actress and comedian Whoopie Goldberg has also hosted the ceremonies.

### HOW ARE THE OSCARS AWARDED?

There are about 5,000 voting members of the Academy. Only a few hundred live outside the Los Angeles area. All voting members of the Academy get to vote for nominees for Best Picture. The other nominees are selected only by those who work in their specialized areas. (Only directors vote for directors, etc.) The members of each group nominate up to five individuals who, they feel, have demonstrated excellence in their respective areas of expertise.

The top five recipients of votes in each category become the official nominees. All voting Academy members get to vote for all the major categories, even technical areas in which they may have no expertise. This policy has been subjected to much criticism and has often resulted in Oscar winners that are an embarrassment to members of a particular branch.

There is much politicking, back stabbing, influence peddling, etc. during this period. Special screenings, publicity campaigns and media events are arranged by the studios for voting members although, in recent years, there has been a backlash against obvious and lavish attempts at “vote-buying.”

Foreign film nominees must have English subtitles and are submitted by each country’s equivalent to AMPAS. There is only one nomination per country.

## 4. SOME MORE INFORMATION ABOUT NEWSPAPERS IN BRITAIN

All newspapers in Britain, daily or Sunday ones, can broadly be divided into the quality press and the popular press. The quality newspapers are also known as “heavies” and they usually deal with home and overseas news, with detailed and extensive coverage of sports and cultural events. Besides they also carry financial reports, travel news and book and reviews.

The popular press or the “populars” are also known as tabloids as they are smaller in size being halfsheet in format. Some people also call them the “gutter press” offering news for the people less interested in daily detailed news reports. They are characterised by large headlines, carry a lot of big photographs, concentrate on the personal aspects of news, with reports of the recent sensational and juicy bits of events, not excluding the Royal family. The language of a

tabloids is much more colloquial, if not specific, than that of quality newspapers.

Here is a possibly witty though true classification of English newspapers:

*The Times* is read by the people who run the country;

*The Mirror* is read by the people who think they run the country;

*The Guardian* is read by the people who think about running the country;

*The Mail* is read by wives of the people who run the country;

*The Daily Telegraph* is read by the people who think the country ought to be run as it used to be;

*The Express* is read by the people who think it is still run as it used to be;

*The Sun* is read by the people who don't care who runs the country as long as the naked girl at page three is attractive.

In Britain today there are four nationwide quality papers: *The Times*, *The Daily Telegraph*, *The Guardian* and *The Independent*. *The Daily Mail*, *The Daily Mirror*, *The Sun*, *The Daily Express* and *The Daily Star* are usually considered to be "populars".

*The Sun* founded in 1785, is read by the minority of people today. It has a rather small circulation, but its influence is greater than its circulation figures (100,000 copies a day). It is an establishment newspaper, read by lawyers, politicians, and businessmen, by all those who work in the government at large. It is not an organ of the Conservative Party, but still is rather conservative in views it expresses, though it is reliable and unbiased and claims to be politically independent.

However, *The Sun*, as many Englishmen stress themselves, always supports the government in power, the bureaucracy, because the bureaucracy in Britain, they say, does not change when the general elections take place. It is, thus, the newspaper for the upper echelon of the civil service.

*The Daily Telegraph*, founded in 1855, is a very conservative paper. However, it has a circulation twice as big as that of *The Times*, *The Guardian* or *The Independent*. It has a nickname – *The Torygraph* after the nickname *Tory* of the Conservative Party. This newspaper has rather a comprehensive news and sports coverage. Some say it has a more objective reporting of what is going on in the world than any other quality newspaper. It is right of centre and has always supported the Conservative party.

It is notable that although newspapers are normally associated with a particular political parties.

*The Guardian* has a slightly bigger circulation than *The Times*. It is a liberal newspaper, noted for its lively reporting and campaigning support for "worthy causes" such as education, medical reforms, the problems of ageing people and retirees, protection of the environment, etc. It also claims to be politically independent, but it is left of centre and formally supports the Liberal Party of Britain. Some British people say that the reporting of *The Guardian* is biased and trendy, concentrating mostly on things like fashions, homosexuals, etc., but still it is enjoyed by its readers.

*The Independent* was founded in 1986 and has rapidly acquired a reputation for its excellent news coverage, intelligent reports, informal commentaries, and a good balanced sense of humour.

*The Sun*, founded in 1964, has a circulation of around four million and outsells all other "populars".

*The Daily Mirror* with a circulation of about three million, was founded in 1903 and has always traditionally supported the Labour Party. Both *The Daily Mail* and *The Daily Express* have circulations of about a million and a half, and were founded in 1900 and 1896 respectively. Of the above mentioned newspapers, *The Mail* is the most sophisticated of the others. The populars as a rule, however, express, though they are mass circulation papers, no news. There you will find leading articles about murders, games, bingo and lotteries. Because they are in constant competition with each other, and want to sell more copies than their competitors in an effort to increase the readership and circulation, they actually all have nude girls in unconventional poses on page three or seven, devote much room to advertising holidays, vacation tours, etc.

Actually all newspapers in British, both the quality and popular ones, have their sister Sunday issues. Thus, *The Sunday Times* leads the field in the Sunday qualities. It has a circulation

of over a million and is known for its excellent reporting in eight separate sections: a main news section and others devoted to sports news review, business, the arts, job advertisements, fashion and travel as well as book reviews. It was founded in 1822 and is right of centre.

*The Observer* is the oldest Sunday paper. It was founded in 1791 and today has a circulation of around half a million and is politically moderate in views.

Founded in 1961 *The Sunday Telegraph* is more rightwing and its circulation has been steadily declining.

The best-selling Sunday popular newspaper is *The News of the World*. Its circulation is over five million, and it has a reputation for its detailed reports of crime and sex stories but also for its sports coverage.

*The Sunday Mirror* offers a lot of photographs and much gossip.

Other Sunday mass papers resemble their daily equivalents in style, in coverage and colour.

In general, however, English people themselves, though slightly snuffy and condescending about their “populars”, underline that the quality of newspapers in Great Britain of late is much better than 20 years ago. They argue that it is much lower if they take the example of *The Times* newspaper, which was taken over by Rupert Murdoch in the early eighties. He is the owner of News International and is among the people who have control over the press. Rupert Murdoch also owns *The Sun*, which is, as it has already been stressed, a very low quality newspaper. To increase readership into *The Times* he gradually increases a lot of techniques in it similar to those he introduced in *The Sun* paper.

Most people in Great Britain perceive the press in Great Britain as objective, since they claim that there is no overt censorship, no overt in reporting the news, and that there is a wide choice of newspapers apart from the national dailies.

There are a lot of different regional daily papers in Britain as well. One can mention the following *The Scotsman* and *The Yorkshire Post*. There are also local weekly papers and many London and local papers delivered or distributed free and paid for entirely from advertising. Thus in Britain one can find newspapers of every political colour, from the far left to the far right. There are several socialist newspapers on sale each week, for example, *Socialist Worker*, and many others. Most people are satisfied that there is a free and objective press. They say that the British press is also investigative, uncovers scandals in the governments, and if they are not satisfied with what they read in *The Times* and think it is not true, they have the opportunity to go and pick up another newspaper and compare reportings.

## 5. ABOUT ARTS IN THE UK (I)

The British have a reputation for creativity and for the ability to reinvent themselves. There is much evidence of this in the arts. ‘The arts’ covers an enormous range of subjects and activities, including all aspects of design and architecture and most of what we think of as British heritage. The visual and performing arts is part of what we think of as the arts and includes crafts, dance, drama, music, opera, film and literature.

The quality and breadth of the arts are enriched by the contribution of individuals from many backgrounds and traditions. The ethnic diversity of the British people helps to create a range of culturally varied art, which reflects different traditions, offers new perspectives and allows the growth of hybrid art forms. In British, as in many parts of the world, growing commercial globalisation is being balanced by a growing sense of national and regional identity. Increasingly artists are becoming ambassadors for their homelands in Scotland, Wales, Northern Ireland in the different regions of England. Artists are returning to and developing ancient regional art forms including Gaelic and Welsh poetry and music, Celtic jewellery and Cornish ceramics. At the same time, many artists produce work, which is not related to territorial, linguistic or cultural boundaries.

The arts influence and affect everyone in Britain. In England alone, almost 80% of the public attend an arts event each year. Statistically, the most popular arts event is drama followed closely by attendance at art galleries and exhibitions and classical opera. More than 550 arts festivals are

held each year, including world famous events such as the Edinburgh Festival and Notting Hill Carnival and more specialised jazz, film and opera festivals.

## THE VISUAL ARTS

In Britain, novelty and the visual arts go hand in hand. Whereas abstract and expressionist art shocked traditionalists almost a hundred years ago, the public today expects to be challenged and enjoys new modes of expressions. In an age of experimentation, artists combine media, including film, paint, photography, sound and three-dimensional materials to make a new kind of show. The range of styles employed by artists competing for the Turner Prize at the Tate Gallery in London demonstrates the imagination and ingenuity of visual artists working in Britain. The 1998 winner, Chris Ofili, presented a number of pieces using acrylic oil, resin, paper collage, glitter, map pins and even elephant dung on canvas!

Experimental forms of visual art in Britain are enjoyed and have long been supported by governmental funding. They remain, however, a small part of the picture. Every year, hundreds of thousands of tourists from overseas and from within Britain visit the major national galleries across the country which have some of the finest collections of art in the world. The National Gallery in London houses the main national collection of Western European painting in Britain. The gallery has around 2,300 pictures, including many famous masterpieces, and covers every European school of painting from about 1260 to 1900. The Tate Gallery houses the national collection of British art and international modern and contemporary art from 1900 onwards. There are four branches of the gallery: two located in London, one in Liverpool and one in Cornwall.

In Scotland, major collections of art can be found in the National Gallery of Scotland and the Scottish National Gallery of Modern Art. As in the rest of Britain, improving access and participation in the arts is high on the agenda. In the city of Glasgow, entrance to all museums and galleries is free in order encourage people from all sections of society to make use of the city's cultural resources.

Since 1994, with the advent of the National Lottery, additional funds have helped to transform the visual arts with new spaces, better public access and facilities. Art is part of the National School Curriculum for children from five to fourteen. After this, art is an optional subject. Those who decide to take up art or design as a profession apply to one of about 50 special art and design colleges, which offer a range of courses.

The world 'crafts' describes a wide variety of decorative and applied arts. These include all craft forms, from studio work to public commissions, from modern experimental work to traditional and historic designs. They also include work in all media: wood, stone, textiles, glass, paper, metal and sand. Landscaping, architecture, displays and exhibitions are also included.

The Crafts council houses the largest gallery in Britain devoted to the crafts and also provides a range of services to artists and the public including a programme of major exhibitions in the gallery and a specialist reference library.

### Notes:

1. heritage	наследие
2. craft	ремесло
3. enriched	обогащенный
4. affect	волновать
5. whereas	тогда как
6. ingenuity	изобретательность, оригинальность
7. glitter	блестки
8. map pin	кнопка
9. dung	помет
10. to house	вмещать

11. from... onwards	начиная с...
12. to be high on the agenda	быть актуальным
13. advent	появление
14. optional subject	факультативный предмет
15. landscaping	садово-парковый дизайн

## ABOUT ARTS IN THE UK (II)

### THE PERFORMING ARTS: DANCE AND DRAMA

A side from television film and radio, the performing arts comprise dance, music and drama. Some of the world's leading dance companies are based in Britain and the UK is gaining a reputation as a centre for dance. The Royal Ballet remains Britain's most prestigious ballet company. Access is a key issue for the company. Its classical repertoire and new work is brought to audiences through televised performances and national and international tours. The company also has an education department that plays a major role. This department runs a range of projects for schoolchildren. The more ambitious of these projects involve professional dancers and children and last for up to six months. They often end with performances at local theatres.

Although audiences for ballet remain large, contemporary dance in Britain today is more popular. Great changes have taken place in the 30 years since contemporary dance was established in Britain. Many British artists and small but dynamic dance companies have achieved international reputations for modern productions of classical ballets and for innovative and original choreography. Dance is a truly egalitarian art form. The British contemporary dance scene includes many culturally diverse dance forms and new styles. Dance can reflect a dual identity. Shobana Jeyasingh, for example, is a celebrated artist whose work reflects her Indian and British background. Small and middle-size dance companies have made a great contribution to Britain's dance scene. Government funds help smaller groups with work in the community; bringing dance to schools and rural areas and working with disabled people.

A number of specialist schools provide professional training in dance. The best known are the Royal Ballet School, the Central School of Ballet and the Northern School of Contemporary Dance. There are also many private schools. Britain is also one of the world's major centres for theatre and has a long and rich dramatic tradition. Actors, directors and audiences continue to perform and appreciate the classical British repertoire, such as works by Shakespeare, Sheridan and Priestly. Many present-day writers continue this standard of excellence and writers such as Harold Pinter and Alan Bennett have won international acclaim.

There is also a thriving experimental and avant-garde theatre movement. There is mime, theatre for young people, street theatre, community drama and drama that specifically represents the culture of different ethnic groups. In every town and village, amateur drama groups gather to perform plays, pantomimes, musicals and readings. There are more than 6,000 amateur drama groups in England alone.

London's 'West End' plays an important role in the success of drama in Britain. There are about 50 theatres in the West End of London, with a few larger theatres in the surrounding areas. London also has a thriving 'fringe' theatre. People can choose from up to 60 different performances a night in a variety of small theatres in pubs, clubs and other venues. The West End has more theatres, more shows and larger audiences than Broadway in New York. Many jobs depend on West End theatre which is one of the biggest attractions to tourists visiting London. A show is regarded as a success when it moves from a regional theatre to London's West End and many British productions move from there to Broadway.

Theatregoers in Britain are fortunate in having access to excellent theatre companies in all parts of the country. There are over 40 companies in residence in the professional beyond just large-scale productions. There are many performers working in small and middle scale groups who take productions all over the country. The Independent Theatre Council (ITC) represents

companies, venues and individuals working in drama, dance, opera, music-theatre, puppetry, mime and circus.

ITC members take drama into the community in many exciting and novel ways. For example, some touring companies use horses and cars to tour productions to isolated communities. Others tour on foot. Still other companies work at a local level in schools, housing estates and community centres. These small companies are inventive and flexible and bridge the gap between theatre productions and people who would not normally have access to such performances.

This type of theatre has a social role. For example, one opera company has developed a programme of productions in prisons. Prisoners, prison officers and professional singers collaborate in various musical productions, and performances which are open to the public. Cardboard Citizens is Britain's only professional theatre company in which all the performers have personal experience of homelessness. They tour hostels for homeless people and work with homeless people throughout the country. There is also a successful movement in theatre for people with disabilities. Several national touring companies have professional disabled actors.

#### Notes:

1. comprise	состоять
2. key issue	ключевой вопрос
3. televised	переданный по телевидению
4. involve	вовлекать
5. egalitarian	уравнительный
6. dual identity	двойная индивидуальность
7. contribution	вклад
8. disabled	инвалид
9. acclaim	признание
10. thriving	процветающий
11. fringe	выходящий за рамки общепринятого
12. venue	место сбора
13. to bridge the gap	заполнить пробел



## NEWSPAPER VOCABULARY

ad column	колонка объявлений
adless page	страница без рекламы
agency	агентство, представительство
an account of crimes	криминальная хроника
anchorman	ведущий (программы)
announcer	диктор, ведущий
arouse a great deal of comment	вызывать большое количество откликов
article	статья
assistant editor	младший редактор
at the top, at the lower half of the page	в верхней части, в нижней половине страницы
banner (headline)	заголовок во всю ширину газеты, «шапка»
back page	последняя полоса
be concerned with	относиться к...
be dwelt on	подробно останавливаться на ч.-л.
be focused upon smth, report smth	сообщать ч.-л.
be fully covered on the front-pages	полно освещаться на первых полосах
be widely covered on several front-pages	широко освещаться в нескольких газетах на первых полосах
big item of home news	важная новость на тему внутренней жизни
biggest international item of news	важнейшая международная новость
biggest talking-points in the newspapers	тема, новость, событие, которое вызывает наибольшее число откликов
blue-pencil	сокращать, редактировать, вычеркивать
bottom	нижняя часть полосы, «подвал»
box ad	реклама, помещенная в рамку
broadsheet newspaper	широкоформатная газета
by-line	указание имени автора в начале газетной или журнальной статьи
camera-ready copy	оригинал-макет
caption	подпись под иллюстрацией
carry a short comment on	помещать краткий комментарий
cartoon	карикатура, мультфильм, комикс
catchword	ведущее слово, колонтитул
censorship	цензура
chief talking-point in editorial	основная тема передовых статей
columns	область приема передач
circulation area	тираж газеты
circulation	макет газетной полосы
clipsheet	комментировать
comment on	комментировать в передовой статье
comment (on)... editorially	комментировать вкратце
comment briefly on	комментировать главным образом
comment mainly on	сообщение, информация
communication	средства связи
communications	
continue to be the main subject	

discussed in the newspapers	продолжать оставаться главной темой, обсуждаемой в газете
continue to be the main topic on the front pages	по-прежнему являться главной темой первых полос
continue to do the main news story continue to give a considerable amount of space copy editor cover	продолжать оставаться самой важной новостью  по-прежнему отводить значительное место корректор 1. обложка (книги, журнала) 2. охватывать (тему)
cover a variety of informational subjects	освещать целый ряд различных тем международной жизни освещать широкий круг тем
cover a wide field cover a wide range of topics, mostly on foreign affairs	освещать широкий круг вопросов, преимущественно на темы жизни
dateline daily newspaper deadline	дата еженедельная газета время, к которому газетный материал должен быть сдан в набор
devote most editorial comments devote plenty of front-page space	посвящать больше всего комментариев занимать большую часть площади на первой странице
digest discuss at length in comment columns distribution drophead dominate news and editorial columns	краткое изложение, обзор  подробно обсуждать в комментариях распространение подзаголовков
dominate the news on the front pages	являться главной темой информационных материалов и передовых
double page spread, central spread edition editor-in-chief editorial essay exchange of information eye-opener feature article feedback fill the front pages filler flag	занимать место в информационных материалах первых полос разворот газеты тираж книги редакционная статья эссе, очерк обмен информацией потрясающая новость, сенсационное сообщение занимательная статья отклик заполнять первые полосы короткая заметка 1. место в газете на первой странице с выходными данными о газете, сведениями о редколлегии и т. д. 2. флаговый заголовок (во всю ширину газеты) Флит стрит (улица в Лондоне, где находятся редакции большинства британских газет);
Fleet Street	

folio line	пресса, журналистика
font	сообщает дату издания, цену
force upon; to press smth on	шрифт
free-lance	навязать (заставлять принять)
front page	внештатный корреспондент, репортер
front-page news	первая полоса
get a considerable amount of space	главные новости, «новости первой полосы»
get extensive coverage	занимать значительное место
get front-page coverage	освещаться исключительно полно и широко
get most space on the front-page	освещаться на первых полосах
get the most prominence	отводить больше всего места на первой странице
get wide coverage	занимать самое видное место
give enormous coverage	получить широкое освещение
give much space to smth	получать очень широкое и полное освещение
give the main front-page space	посвящать много места
give wide coverage	отводить много места на первых полосах
gossip column	широко освещать
	рубрика или раздел светской хроники, «колонка сплетен»
guest host	приглашенный ведущий
gutter journalism, gutter press, yellow press	бульварная (желтая) пресса
handout	сообщение для прессы
have a huge circulation	иметь огромный тираж
head, heading, headline, title	заголовок, рубрика
highlight smth	освещать ч.-л.
index	указатель, индекс
issue ( <i>n</i> )	вопрос, проблема, предмет обсуждения
issue ( <i>v</i> )	выпускать, издавать
key	(what the article is about) ключевой вопрос статьи; то, о чем статья
layout (= makeup + contents)	схема, план
lead a page with	подавать как главный материал полосы
lead the front pages	являться самым важным сообщением первых полос
lead, leading article	наиболее важное сообщение
leading news	самая важная новость
main editorial subject; the main editorial topic	главная тема передовых статей
main international item of news	материал информационного жанра
main international news	главная новость
main news story	новость, помещенная на видном месте
main subject discussed in editorial columns	самая важная тема, обсуждаемая в передовых статьях
main subject in news column	главная тема информационных сообщений
main topic in news and opinion columns	главная тема в разделах новостей и комментариев
make a big talking-point	главная тема, обсуждаемая в колонках комментариев
make the main domestic news	являться самым важным сообщением на тему

make the main news	внутренней жизни
makeup of a newspaper	являться главной новостью
managing editor	оформление газеты
most prominent topic on the front pages	ответственный выпускающий; старший редактор
most widely discussed subject	тема, материалы на которую помещаются на самых видных местах первых полос
nameplate	наиболее широко обсуждаемая тема заголовков газеты (на первой полосе периодического издания)
news agency	информационное агентство, агентство новостей
news analyst	комментатор, обозреватель (прессы, радио, телевидения)
news and current affairs programme	информационная программа
news blackout	запрещение передачи и публикации информации (например, со стороны властей, руководства средств массовой информации)
news broadcast	информационная передача, передача новостей
news bulletin	сводка последних известий, новостей
news bureau	информационное агентство, агентство новостей
news camera person	телерепортер
news conference	пресс-конференция
news content	содержание новостей, объем новостей
news coverage	передача программы последних известий
news diffusion	распространение новостей
news division	отдел хроники
news edition	выпуск новостей
news environment	событийное окружение
news film	кинорепортаж, кинохроника, хроникально-документальный фильм
news flash	краткое информационное сообщение, краткий выпуск новостей
news gatherer, newshack	<i>разг.</i> репортер, газетчик
news item	сообщение печати, газетное сообщение, газетная заметка
news menu	набор программ новостей
news peg	событие, лежащее в основе очерка, статьи, политического портрета
newsreel	кинохроника, хроникально-документальный фильм
news release	сообщение для печати
news summary	сводка новостей
news value	событийная ценность
newsagent, news dealer	газетные киоскер, владелец газетного киоска
news agency	агентство новостей
news agency reported	по сообщению агентства новостей
newsbeat	постоянная журналистская тема
newsboy, newsie	газетчик, разносчик газет
newsbreak	событие, заслуживающее освещения
newscast	передача новостей (передаваемые по радио, телевидению)
newscaster	диктор последних известий, радиокомментатор

newscasting	передача последних известий
newsflash	короткое экстренное сообщение
newsgirl	продащица газет
newshen	<i>амер. разг.</i> женщина-репортер
news monger	сплетник, любитель сенсационных слухов
newspaper audience	читательская аудитория газеты
newspaper baron	газетный магнат
newspaper columnist	газетный обозреватель
newspaper delivery	доставка газеты
newspaper file	подшивка газет
newspaper office	редакция газеты
newspaper printing industry	газетное производство
newspaper stuffer	рекламная вставка в газете
newspaper supplement	приложение к газете
newspaperese	газетный стиль, язык
newsroom	редакция новостей, отдел новостей
newsstall, newsstand	газетный киоск
newsstand sales	розничная продажа периодических изданий
newsworthy	достойный освещения в средствах массовой информации
reliably source	надежный источник информации
occupy a lot of space in editorial and comment columns	занимать много места в передовых статьях и комментариях
outline	краткое содержание
popular newspaper	популярная газета
prominent item of news	важная новость
prominent item on the front page	видное место на первой полосе
prominent topic	тема, материал на которую помещается на видном месте
front-page news story	самое важное сообщение первой полосы
provide the main topic for comment	являться основной темой комментариев
quality newspaper	солидная газета (“The Guardian”, “The Observer”, “The Times”)
reference	ссылка, сноска
space	интервал: место под текст
spread	разворот
strip cartoon	комикс
subhead, subtitle	подзаголовок
subscription	подписка
suppress (to avoid giving publicity to smth)	замалчивать
supplement	приложение к газете (журналу)
surface impression	внешнее, поверхностное впечатление
tabloid	малоформатная газета
take on a tinge	приобретать оттенок
the article takes up (occupies) half the page	статья занимает полстраницы
The book was favourably noticed by the press. The book has a good press.	Книга получила хорошие отзывы в прессе.
There was a press campaign against	

him.  
touch upon  
trust one's opinion on smb  
upper left hand/right hand  
weather report  
yellow press  
yellow rag

В прессе велась кампания против него.  
касаться (темы)  
навязывать свое мнение  
вверху слева/справа  
сводка погоды  
бульварная (желтая) пресса  
бульварная газетка

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УПРАВЛЕНИЕ УЧЕБНОЙ ДЕЯТЕЛЬНОСТЬЮ СТУДЕНТОВ  
АНГЛИЙСКИЙ ЯЗЫК  
Учебное пособие в двух частях

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