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**DISCUSSING SOCIAL PROBLEMS**  
**ОБСУЖДАЯ СОЦИАЛЬНЫЕ**  
**ПРОБЛЕМЫ**

Учебное пособие для студентов 2-го  
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социальных наук.

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Discussnig Social Problems- Учебно-методическое пособие для студентов  
2-го курса факультета социальных наук/Ам. Гос. Унив-т.

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Пособие предназначено для практических занятий по английскому языку студентам неязыковых факультетов, заинтересованных в изучении социальных проблем. Учебные тексты и публицистические статьи проблемного характера составлены на основе аутентичных источников и освещают актуальные проблемы современного общества. В пособие включены лексические упражнения, направленные на развитие навыков говорения. Грамматические упражнения отобраны в соответствии с требованиями программы изучения иностранного языка студентами неязыковых специальностей. Лексические упражнения подготовлены Милишкевич С.И., упражнения на закрепление грамматических навыков- Касенок С.А.

Пособие рассчитано на преподавателей иностранного языка, аспирантов, студентов социологических факультетов и тех, кто интересуется изучением иностранных языков.

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## *Unit 1*

### **§1 WHAT IS SOCIOLOGY?**

The sociologist has a distinctive way of examining human interactions. Sociology is the systematic study of social behavior and human groups. It focuses primarily on the influence of social relationships upon people's attitudes and behavior and on how societies are established and change. As a field of study, sociology has an extremely broad scope and it deals with families, gangs, business firms, political parties, schools, religions, labor unions, etc. It is concerned with love, poverty, conformity, discrimination, illness, alienation, overpopulation and community.

**The Sociological Perspective.** In human society, newspapers, television and radio are the usual sources of information about such groups and problems. However, while the basic function of journalists is to report the news, sociologists bring a different type of understanding to such issues. The perspective of sociology involves seeing through the outside appearances of people's actions and organizations.

One major goal of this perspective is to identify patterns of and influences on social behavior. For example, sociologists study the passionate desire of movie or rock fans to see in person, to talk with, even to grab the clothing of a star. Why do people feel this need so powerfully?

The sociological perspective attempts to provide explanations for such patterns. Sociologists are not content to just recognize that millions of people want to meet stars, rather they examine the shared feelings and behavior of fans within the larger social context of human culture.

### **§2 ORIGINS OF SOCIOLOGY.**

Philosophers and thinkers of ancient and medieval societies made countless observations about human behaviour and predicted that a systematic study of human behaviour was needed to improve society.

The first founder of sociology as a science was the French theorist Auguste Comte (1798-1857). He gave sociology its name. The second founder of sociology was Herbert Spencer (1820-1903). He greatly dominated scholarly thinking in his times by suggesting that societies are bound to change.

Few sociologists have had such a dramatic impact on many different areas within the discipline as Emile Durkheim (1858-1917) did. Above all, he will be remembered for his insistence that behavior cannot be fully under-

stood in individualistic terms, that it must be understood within a larger social context. He developed a fundamental thesis to help understand all forms of society through intensive study of group behavior.

Another important theorist who contributed to the scientific study of society was the German philosopher Max Weber. He pointed out that much of our social behavior cannot be reanalyzed without studying the subjective meanings people attach to their actions — how they themselves view and explain their behavior. He suggested that sociologists should thoroughly consider thoughts and feelings of the people under study.

Contemporary sociology reflects the diverse contributions of earlier theorists and gains new insights which help to better understand the workings of modern human society.

### **§3 SOCIOLOGICAL THEORY**

Why do people commit suicide? One traditional commonsense answer is that people inherit the desire to kill themselves. Another view is that sunspots drive people to take their own lives.

Sociologists are not particularly interested in why any one individual commits suicide; they are more concerned with why people in general take their own lives. In order to undertake such research, sociologists develop theories that offer a general explanation of some type of behavior.

In sociology a theory is a statement or a series of statements that uses concepts to explain problems, actions, or behavior. An effective theory will have both explanatory and predictive power. That is, it will help us to develop a broad and integrated view of seemingly isolated phenomena and to understand how one type of change in an environment leads to others.

An essential task in building a sociological theory is to examine the relationship between bits of data, gathered through research, that may seem completely unrelated. For example, in researching the problem of suicide sociologists are primarily concerned not with the personalities of individual suicide victims, but rather with suicide rates and how they vary from country to country. And their research suggests that suicide, while a solitary act, is related to group life. They have developed a theory to explain how individual behavior can be understood within a social context. Their theory has predictive power, since it suggests that suicide rates will rise or fall in conjunction with certain social and economic changes.

It is important to understand that a theory — even the best of theories — is not a final statement about human behavior. This theory of suicide is not an exception. Sociologists continue to examine factors which contribute to a society's rate of suicide. The sociological research shows that the incidence of suicide increases following nationally televised stories about suicide, and the impact is the greatest after the publicized suicide of an entertainer or politician, and is somewhat less after the suicide of an artist, a criminal or a member of the economic elite.

### VOCABULARY ( §1 ).

1) to examine human interactions	-изучать человеческие отношения
2) the study of social behavior	-изучение человеческого поведения
3) to focus on	-сосредоточиться на
4) a field of study	-область исследования
5) to deal with	-иметь дело с...
6) (to be concerned with)	
7) a source of	-источник
8) outside appearances	-внешние черты
9) the major goal	-главная цель
10) to identify patterns	-выявлять примеры
11) to provide explanations	-дать объяснения
12) to influence on	-влиять на
13) to bring different types of understanding	-вносить различные способы понимания

### VOCABULARY ( §2 ).

1) ancient	— древний
2) medieval	— средневековый
3) to dominate scholarly thinking	— господствовать в научном мире
4) to contribute	— вносить вклад
5) to point out	— отмечать
6) countless observation	— бесчисленные наблюдения
7) to predict	— предсказывать
8) impact	— влияние
9) to consider	— считать, полагать
10) diverse	— разнообразный

## VOCABULARY ( §3 ):

1) to commit suicide	– покончить жизнь самоубийством
2) to take one's life	
3) to kill oneself	
4) to research	– исследовать
5) to offer a general explanation	– дать общее объяснение
6) to use concepts	– использовать концепции
7) a broad and integrated view of	– широкое и цельное представление
8) seemingly isolated phenomena	– несвязанные на вид явления
9) bits of data	– отдельные сведения
10) environment	– окружающая среда
11) suicide rates	– % суицида
12) to vary	– изменять
13) to be an exception	– исключением быть

### Vocabulary exercises.

#### I. Give the English for:

выявлять примеры, иметь отношение к, влиять на, область исследования, сосредоточиться на, дать объяснения, изучать человеческое поведение; средневековый, влиять на, господствовать в научном мире, предсказывать, вносить вклад, наблюдение, главная цель, влияние широкое и цельное представление, % суицида, окружающая среда, изменять, отдельные сведения, покончить жизнь самоубийством, исследовать

#### Give the Russian for:

a field of study, social behavior, the major goal, outside appearances, human interactions, a source of; to commit suicide, to vary, seemingly isolated phenomena, to be an exception, to offer a general explanation; medieval, to contribute, impact, to point out, ancient, countless observation;

#### II. Translate the words given in brackets into English:

1. The sociologist has a distinctive way of examining (человеческие отношения).
2. Sociology (имеет дело с) families, gangs, business firms, political parties, schools, religions, labor unions etc.
3. Newspapers, television and radio are the usual (источник) of information about social problems
4. (главная цель) of this perspective is to (выявлять примеры) of and influences on social behavior.
5. Philosophers and thinkers of (античный) and medieval societies made countless observations about human behaviour.
6. Max Weber (вносить вклад) to the scientific study of society.
7. (Современный) sociology reflects the diverse contributions of earlier theorists and gains new insights which help to better understand the workings of modern human society.
8. In order to undertake such (исследование), sociologists develop theories that offer (общее объяснение) of some types of behavior.
9. In sociology a theory is a statement or a (ряд утверждений) series of statements that uses concepts to explain problems, actions, or behavior.
10. It helps to develop (широкое и цельное представление) of seemingly (несвязанные явления) and to understand how one type of change in environment leads to others.
11. An essential task in building a sociological theory is to examine the relationship between (отдельными сведениями) , gathered through research.
12. In researching the problem of suicide sociologists are primarily concerned not with the personalities of individual suicide victims, but rather with (% суицида)

### III. Find “an odd man” in each line:

1. employ, vary, contribute, environment;
2. distinguish, offer, study, examine;
3. common sense, major goal, dominate, appearance;

### IV. Give the opposite:

1. individual -
2. inner world -
3. of minor importance -
4. contemporary -
5. monotonous -
6. concrete explanation -

7. individual suicide victims -
8. to murder -
9. connected phenomena -

**V. Answer the questions:**

1. What is sociology?
2. What are the main sources of information for sociologists?
3. What are the goals of sociological perspective?
4. Who are the founders of sociology?
5. Do the contemporary sociologists follow the ideas of ancient and medieval ones and what way?
6. What do you know about sociological theory, what is it, what are the tasks of it?
7. What famous sociologists do you know?

**VI. Translate the sentences into Russian. Fill in the blank with prepositions if necessary:**

1. Unquestionably sociology has an extremely broad scope and deals ... families, gangs, business firms, schools, political parties, religions labor unions etc...
2. It is undoubtedly true that sociology focus ... the influence of social relationships upon people's attitude and behavior.
3. The sociological perspective attempts to provide ... explanation for some kinds of social behavior.
4. It is widely accepted that one of the major goal of the sociological perspective is to identify pattern and influence ... social behavior.
5. The field of sociological study is concerned ... love, poverty, conformity, discrimination, illness, alienation, overpopulation, community.
6. Emile Durkheim above all will be remembered for his insistence that behavior cannot be fully understood in individualistic terms, that it must be understood within a larger social context.
7. In sociology a theory is a statement or a series of statements that uses concepts to explain problems, actions, or behavior.
8. It is important to understand that a theory — even the best of theories — is not a final statement ... human behavior



**VII. Translate into English the following:**

1. В ходе исследования социологи имеют дело не только с индивидуальными человеческими жертвами, но и с % суицида в целом.
2. Для того, чтобы начать исследование, социологи разрабатывают теории, которые дают общее объяснение некоторым типам поведения.
3. Задачей социологической теории является изучение взаимоотношений между людьми.
4. Суицид, будучи действием изолированным, влияет на общественную жизнь.
5. Идеи и теории М. Вебера господствовали в научном мире и внесли огромный вклад в социологию.
6. Социология — это последовательное изучение общественного поведения групп людей.
7. Философы и мыслители древности и средневековья сделали многочисленные наблюдения человеческого поведения.

**VIII. React to the following statements in the form of a small situation of 5-7 sentences:**

1. Sociology is a systematic study of social behavior.
2. The sociology has a restricted field of study and deals only with families.
3. Newspapers, television and radio are the usual sources of information about social problems.
4. The major goal of sociological perspective is to identify influences on social behavior.
5. Sociology emphasizes the influence that society has on people's attitudes and behavior.
6. Sociology is a young science.
7. Theory in sociology is a statement used to explain human behavior and actions.

**IX. Make up a topic (choose one of the themes):**

1. Origins of sociology.
2. A sociological theory.
3. What is sociology.

**X. Put the names of the sociologists into a chronological order:**

1. Emile Durkheim
2. Herbert Spencer
3. Auguster Comter
4. Max Weber

**XI. Read the article “Such a waste”. (“The Economist”, December 8<sup>th</sup> 2001) and comment on it, using the plan for rendering (see Appendix).**

Teenage suicide

### **SUCH A WASTE**

Why do so many young Americans end their own lives?

FOR half a century, America's young people have been felled by a seemingly unlikely killer: themselves. The suicide rate for Americans aged between 15 and 24 tripled between 1950 and 1994, from 4.5 to 13.7 per 100,000. Over the same period, the suicide rate for adults and the elderly actually went down. Since then, the youngsters' rate has drifted down to 11.1. Still, the number who die by their own hand remains strikingly high. Why?

In 1998, the last year for which government data are available, suicide was the third commonest cause of death for young Americans, after accidents and murder. More adolescents and young adults killed themselves than died from all the next seven main causes of death.

Young women try to commit suicide more often than young men, but the males are nearly six times likelier to finish the job. The teenage rate for girls of 3.3 per 100, 000 is nearly identical to that in Europe; but the rate for boys (18.6) is much higher than the European figure (12).

Young whites are more likely to kill themselves than blacks (though the rate for black males has increased sharply since 1980). The highest rate of all is among young Native American males: more than 40 per 100,000. There is no obvious link between suicide and income or education. Things seem worst in rural areas and the western states.

There is also, alas, a copycat factor. When suicides are reported in the press, the local suicide rate increases in proportion to the prominence of the coverage. There is, oddly, no similar effect among adults and the elderly. This is

hardly new. Goethe's novel of love lost, "The Sorrows of Young Werther" (1774), was banned in parts of Europe because of a suspicion that it would encourage suicides. The American Foundation for Suicide Prevention now has guidelines warning the media not to glorify the victim, give details of the method of suicide, or make the death seem unavoidable.

Guns matter. A study has compared suicide rates in Seattle, in Washington state, with those across the Canadian border in demographically similar but less well-armed Vancouver, British Columbia. Older people in Vancouver found other ways to do themselves in; younger ones did not. Among 15-to-24-year-olds in Seattle, the total suicide rate was 40% higher, mainly because more youngsters killed themselves with guns. A coming article in the cheerful-sounding *Journal of Suicide and Life-Threatening Behaviour* suggests that one in five young people who set out to kill themselves do so impulsively, without warning. The less lethal the weapon at hand, the less likely death will follow.

But when it comes to working out why young people end their lives, much of the clarity of the research disappears. There seem to be five main factors: depression or other mental disorder; alcohol and/or drug abuse; a crisis in one's life, such as trouble at school or with the law; schizophrenia; and previous attempts at suicide.

The list helps to identify troubled individuals by focusing on visible symptoms but it does not address the deeper causes of unhappiness. Many psychiatrists argue that the root causes lie deep in the past. Those who commit suicide, at any age, are likelier than non-suicides to have suffered abuse as children, or been exposed to domestic violence. Chemistry may also play a part. Suicide victims often have low levels of serotonin, a brain chemical that helps to regulate mood, says Morton Silverman, a professor of psychiatry at the University of Chicago and editor of the *Journal of Suicide*. Low levels of serotonin are associated with depression; they seem to be genetically caused, though childhood abuse and other forms of trauma may also cause neurobiological changes.

None of this, however, explains why young Americans are more at risk of suicide these days than they were in 1950. "We don't know very much," admits Alex Crosby, an epidemiologist for the Division of Violence Prevention at the Centres for Disease Control and Prevention (CDC). Lloyd Potter, a former CDC official who now works on suicide-prevention programmes, thinks that two social changes have had the greatest effect on the suicide rate:

the withering of the nuclear family, and more exposure to drugs and alcohol. But, again, the evidence is not conclusive.

A recent county-by-county study by three Harvard economists, David Cutler, Edward Glaeser and Karen Norberg, found that a 2% rise in the divorce rate seems to be matched by a 2-per-100,000 increase in the youth-suicide rate. In theory, that could explain as much as two-thirds of the rise in the youth-suicide rate since 1950; but the Harvard trio advise taking such a conclusion with "numerous shakers of salt". Other studies have found divorce to have little or no impact on suicide risk.

The use of drugs and alcohol among American youths has also increased over time, but has dipped slightly in the past few years. Many youths are drunk or high when they kill themselves; yet it would be hard to demonstrate that the suicide rate has been driven by drugs and drink.

Other variables may affect the numbers. The murder rate, to which the suicide rate tends to be related, has fallen. Since the mid-1990s, there has also been a slight decline in gun-related violence. More recently, better treatment for depression has become available; Dr Silverman speculates that the "Prozac generation" may prove less suicidal than previous ones. Still, something can be done

For all the uncertainty, the lack of hard evidence about what causes young people to kill themselves does not mean that suicide cannot be prevented. Most suicides are preceded by two distinct developments: a set of predisposing psychological conditions (low self-esteem, for instance) and a precipitating event (such as the loss of a loved one). A successful suicide-prevention programme, argues Dr Silverman, must treat the former and control the latter.

Some recent attempts to do so have been quite successful. New Jersey and Florida have run school programmes that appear to have reduced suicide rates by half. These involve training adults-parents and teachers, but also bus drivers and cafeteria workers-to identify pupils who are at risk; educating students about how to find help for troubled friends; and looking for students who may be "quietly disturbed". The American air force has a similar programme, which helped cut the suicide rate in its ranks from 16 per 100,000 in 1994 to 5.6 in 1999.

Just as there are factors which seem to increase the risk of suicide, so there are "protective factors" which make it less likely. These include making sure that troubled youngsters stay in contact with their families and friends, and have access to health-care service where psychological disorders and addic-

tions can be treated. Mr Potter says that, as a rule of thumb, any programme that promotes the healthy development of children will improve the suicide rate. Everything from smoking to skipping school may be associated with a higher suicide risk.

### **Vocabulary exercises.**

#### **1. Find in the article the English equivalents for:**

1. % суицида среди американских подростков;
2. третья по счету причина смерти молодых американцев;
3. очевидная связь между суицидом и доходами или образованием;
4. оружие имеет значение;
5. совершать импульсивно, из неосторожности;
6. меньше вероятность смерти;
7. депрессия или умственные расстройства, алкоголь или злоупотребление наркотиками;
8. первопричина находится в прошлом;
9. программа предотвращения суицида;
10. распад семьи и незащищенность от наркотиков и алкоголя;
11. находиться в алкогольном или наркотическом опьянении;
12. предрасположенность психологического состояния и разочарованность;
13. обнаружить учащиеся группы риска;
14. продолжать общение с семьёй и друзьями;

#### **2. Answer the questions:**

1. Who is more likely to commit suicide (a man or a woman, a black or a white)?
2. Do guns matter relating to suicide rate? What way?
3. What are the major suicide factors among teenagers?
4. What are the root causes of suicide?
5. Can alcohol and drugs drive to suicide?
6. What way do the American researchers try to prevent suicide among teenagers?

## GRAMMAR EXERCISES

### **I. Замените личные местоимения, данные в скобках, притяжательными.**

1. There are 25 students in (I) group.
2. He did (he) best to be good at studies.
3. In (we) University there are many research laboratories.
4. (She) sister is very naughty.
5. (You) absenteeism has no reasonable excuse.
6. Do you know about (they) arrival ?
7. She was sick and tired of (she) usual routine.
8. My cat is everybody's pet . (It) name is Tom.
9. On the one hand we should help (they), on the other hand who will help (we) ?
- 10.(You) task is to find clues for (he).

### **II. Заполните пропуски соответствующими возвратными местоимениями.**

1. She couldn't make the report...
2. Tell me nothing; I know everything...
3. They solved the problem...
4. Follow him and he ... will show us the way.
5. My sister baked this pie...
6. We distributed home duties ...
7. The dog found the way...
8. I don't think you can learn French ..., without teacher's help.
9. Little children are unable to take care of...
- 10.Has she find out everything ... ?

### **III. Заполните пропуски неопределенными и вопросительными местоимениями.**

1. Did you see ... in the street ?
2. There was ... in the room to help me.
3. There is ... on the table.
4. They are ... at the seaside.

5. You can go ... but you are sure to come back home.
6. I don't have ... to rely on.
7. I have ... to give you as a present.
8. I'm inclined to think he wrote ... to her.
9. She seems to know ... about our job.
- 10.... can show you the way to the Trafalgar Square.

**IV. А. Поставьте каждое предложение во все времена группы In-definite.**

1. He has an impeccable family.
2. Mary was everybody's pet.
3. John worked full-time at the factory.
4. They became acquainted in the theatre.
5. As far as I know there will be many students at the conference.

**В. Поставьте каждое предложения во времена группы Continuos.**

1. I am looking for my watch.
2. They will be sightseeing for 2 hours.
3. He is playing the cello.
4. The family was having the dinner.
5. She is learning to drive a car.

**С. Поставьте каждое предложения во времена группы Perfect Con-tinuous, Perfect.**

1. Students have made progress in English.
2. She had been looking for the key for 15 minutes.
3. Mary has been waiting for us at the station.
4. Sorry to say you have fallen behind the group.
5. The rain has already stopped.

**У. Поставьте глагол в каждом предложении в правильную форму.**

1. I'm sure they (get married) next month.
2. I'm inclined to think they (to be) an impeccable family.

3. Where (to be) you yesterday at 5 p.m. ?
4. Who (to know) his address ?
5. I (to translate) the article while you (to sleep).
6. They (to argue) for half an hour already.
7. They (to stop) shouting if you ask them.
8. When a child, my daughter (to be) a top schoolgirl.
9. Don't call me tomorrow morning, I (to write) a letter.
10. What will you do if she (to come) ?
11. He (not to like) to go to the school.
12. She (to have) a good command of English some years ago.
13. Ann (to return) from Australia recently.
14. She herself (to leave) Moscow for Kiev last year; nobody (to make) her do this.
15. The plan (to carry out) next year.
16. Children of Sparta (to give) military education.
17. Just now they (to review) vocabulary.
18. The legislative power in Britain (to exercise) by the Parliament.
19. Every day (to clean) the room, (to empty) the dustbin and (to walk) with the dog.
20. As far as I can judge he (to change) greatly.

## **Unit 2**

### **RELIGION**

§1 Religion is found throughout the world because it offers answers to such ultimate questions as why we exist, why we succeed or fail and why we die. It is difficult to determine with certainty when religious behavior began, but anthropological evidence suggests that such behavior was evident at least 100 000 years ago.

Nowadays the world's principal religions include the following religious faiths:

1. Christianity or the Christian religion. This religion is based on the life and teachings of Jesus Christ and is named after him. Jesus Christ was expected to save the Jews: He established Christianity and was considered by



the Christians to be the son of the God. Christianity was established in the 1st century AD. and later developed into a ruling religion. Now it is one of the world's major religions.

In the course of time Christianity was divided into several branches. Roman Catholicism is a branch of the Christian religion, the Roman Catholic Church, whose leader, the Pope, rules from Rome.

Protestantism is a part of the Christian Church that separated from the Roman Catholic Church in the 16th century. These two religious faiths are the national religions of many countries in Europe, North and South America, and Australia. The third major branch of Christianity is Orthodox. The Orthodox Church or the Eastern (Greek) Church is contrasted with the Roman or Western Church. It came into being with the fall of the Roman Empire in the 4th century and developed into a world's major religion in the IX-XI centuries in the Eastern part of the Roman Empire, Byzantium. Nowadays the Orthodox Church includes the national churches of Eastern Europe. Among the other Christian faiths is the Anglican Church or the Church of England which was established in the 16th century as a branch of the Christian Church and now it has about 30 mln followers. All in all, there are over 1.6 billion total Christians in the world.

**2. Islam.** The founder of this religion is the great Arabian prophet Mohammed or Muhammad (570 (?) - 632 AD). The followers of Islam are called Moslems or Muslims. This religious faith is the national religion of many countries in Asia and Africa. The followers of this religion worship Allah (the Arabic word for «God»).

**3. Buddhism.** This religion is founded by Buddha, the great religious teacher who lived in India about 2500 years ago. The followers of this religion are called Buddhists. This is the national religion of India and some other countries of Asia.

**4. Judaism,** the religion of the Jews.

**5. Hinduism,** the religious system of the Hindus (the largest social and religious subdivision of the population of India).

**6. Chinese Folk Religions.** Although some particular religious faiths dominate some areas and countries of the world, nowadays even within the same society, there is a diversity of beliefs, rituals, and experiences that characterize its religious life, and people turn to a variety of religions for answers to ultimate questions of existence.

Since religion is a cultural universal, it fulfills several basic functions

within human societies. In viewing religion as a social institution sociologists stress the following major functions of religion in modern society: integration, social control, and social support. Religion offers people meaning and purpose for their lives, it gives them certain ultimate values which help a society to function as an integrated social system, reinforce other social institutions and the social order as a whole. Religion can offer people social support. Most of us find it difficult to accept the stressful events of life — death of a loved one, serious illness, bankruptcy, divorce and so forth, especially when something «senseless» happens. Religion encourages us to view our personal misfortunes as relatively unimportant, as being «God's will». This perspective may be much more comforting than the terrifying feeling that any of us can die senselessly at any moment. Besides, religion offers consolation to people by giving them hope that they can achieve eternal happiness in an afterlife.

### VOCABULARY.

1) to exist (-ence)	-существовать (-ние)
2) to succeed	-иметь успех
3) to fail	-терпеть неудачу
4) to offer answers to establish	-предлагать ответы
5) to separate	-отделять
6) faith	-вера
7) to come into being	-возникнуть
8) prophet	-вера
9) to worship	-возникнуть
10) to dominate	-преобладать
11) within	-в пределах, внутри
12) diversity	-разнообразие
13) ultimate	-основной, вечный

### Vocabulary exercises:

#### Read the following:

1. Christianity [kri'ti'ænitɪ]
2. Catholicism ['kæθəlɪzɪzəm]

3. Protestantism	[ˈpreʔstəˌnɪzəm]
4. Orthodox	[ˈɔːθədɔks]
5. Islam	[ˈɪzlɑːm]
6. Buddhism	[buˈdɪzəm]
7. Judaism	[ˈdʒuːdaɪzəm]
8. Hinduism	[ˈhɪnduɪzəm]
9. Jesus Christ	[ˈdʒuːsəs kraɪst]
10. Jews	[ˈdʒuːz]
11. Muslims	[ˈmʌslɪmz]
12. Buddha	[ˈbʊdə]

### **I. Give the Russian for:**

to establish; to offer answers; faith; prophet; to succeed; to dominate; within; to separate; integrated; to accept; support; consolation; encourage; to maintain; afterlife; harsh life; to fulfill; values; meaning a purpose; in simpler terms; to divert;

### **Give the English for:**

предлагать ответы на вечные вопросы; почему мы существуем; имеем успех или терпим неудачу; умираем; вера; основал Христианство; отделилась от Римской Католической церкви; возникла с падением Римской империи; пророк; последователи поклоняются Аллаху; ценности; допускать; загробный мир; отвлекать; укреплять; осуществлять; поддерживать неравенство; сличал и цель; целостный; поддержка; проще говоря; тяжёлая жизнь; утешение;

### **II. Translate the words given in brackets into English:**

1. Religion offers answers to such (вечный) questions as why we exist, why we (иметь успех) or (терпеть неудачу) and why we die.
2. Nowadays the world's principal religions include the following religious (вера) : Christianity, Islam, Buddhism, Judaism, Hinduism.
3. Christianity (установиться) in the 1st century AD. and later developed into a ruling religion.
4. Orthodoxy (возникнуть) with the fall of the Roman Empire in the 4th century and developed into a world's (главный) religion in the IX-XI centuries in the Eastern part of the Roman Empire, Byzantium.

5. The founder of this religion is the great Arabian (пророк) Mohammed or Muhammad.
6. Nowadays even(в пределах) the same society, there is a (разнообразие) of beliefs, rituals, and experiences that characterize its religious life.
7. Since religion is a cultural universal, it fulfills several basic functions (в пределах) human societies.
8. Religion offers people (значение и цель) for their lives, it gives them certain (вечный) values which help a society to function as an integrated social system, reinforce other social institutions and the social order as a whole.
9. Religion offers to people (утешение) by giving them hope that they achieve eternal happiness in an (загробная жизнь).

### **III. Find an odd man out:**

1. renewal, faith, collaboration, practice;
2. support, maintain, oppress, encourage;

### **IV. Give the opposite:**

1. to die-
2. to succeed-
3. to unite-
4. disbelief-
5. monotony-
6. changeable-
7. to keep silent-

### **V. Answer the questions:**

1. What are the words principal religions?
2. Who is considered to be the founder of Christianity?
3. How many branches are there in Christianity?
4. Who was the founder of Islam?
5. What was Buddha?
6. What are the major functions of religion as a cultural universal?
7. What can religions offer people?

## VI. Translate into Russian, (use the vocabulary below):

1. Nowadays there is a great number of people, who say, that they are believers, but do not belong to any church.
2. To most people their own inner temple is vaster than walls.
3. We speak out for collaboration between believers and non-believers.
4. The spiritual renewal of the society is being welcomed by both believers and non-believers.
5. Reconciliation between believers and non-believers is impossible, as they present opposite outlooks.
6. All religions should combine their efforts and speak out for social peace.
7. Everyone can practice his own form of worship.

Верующий; внутренний мир шире чем...; выступать за; сотрудничество; духовное возрождение; одобряется; примирение; взгляды; объединять усилия; исповедовать;

## VII. Translate into English:

1. В наши дни огромное количество людей выступает за духовное возрождение общества.
2. В современном обществе религиозные институты предлагают помощь и поддержку.
3. Религия предлагает смысл и цель жизни Религия предлагает вечные ценности, которые помогают обществу укрепить другие социальные институты и социальный порядок в целом.
4. Религия поддерживает в нас мысль о том, что любые личные неудачи не важны, так как на всё «Воля Божья».
5. Религия даёт людям утешение, предлагая надежду на вечное счастье в загробном мире.
6. С другой стороны, религия подавляет массы, предлагая утешение тяжелой жизни на земле: предлагает надежду на вечное счастье в загробном мире.
7. Проще говоря, религия отвлекает внимание от земных проблем.

## VIII. Discuss the following statements in the form of a situation of 5-7 sentences:

1. Only misfortunes can encourage a person to become a clergyman.
2. Faith offers us consolation.
3. Everyone can practice his own form of worship.

4. They say, turn the other cheek.
5. Life is too short to follow any religion.
6. Each believer is just mad.
7. All religions are founded on the fear.

**IX. Make up a topic (choose one of the themes):**

1. The world principle religions.
2. Social functions of religion.
3. Increasing influence of religion within a society.

**X. Find the equivalents:**

1	2	3	4	5	6	7	8
e							

1. "Judge not, that you be not "judged".
  2. "To turn the other cheek".
  3. "Manna from heaven".
  4. "doubting Thomas".
  5. "A voice, crying in the wilderness".
  6. "Man doesn't live by the bread done".
  7. "All in good time".
  8. "The promised land".
- a. "Манна небесная"
  - b. "Подставить другую щёку"
  - c. "Не хлебом единым жив человек"
  - d. "Всему своё время"
  - e. "Не судите, да не судимы будете"
  - f. "Земля обетованная"
  - g. "Глас вопиющего в пустыне"
  - h. "Фома неверующий"

**XI. Read the article “Tony and the little children” (“The Economist”, December 18<sup>th</sup> 2001 and comment on it)**

**Religious schools**

**TONY AND THE LITTLE CHILDREN**

The evidence doesn't support the government's faith in religious schools

FOR a government pledged to improve an underperforming education system, church schools looked like the answer. The "strong ethos" of these schools, praised by numerous ministers, seemed to lead in-eluctably to smart uniforms, good discipline and above-average exam results. More church schools would, presumably, mean better education; so the government set about increasing the number of "faith-based" schools, as they are called in these multicultural times.

Others, however, do not share the government's simple faith. On December 4th, the new education bill had its second reading in parliament. The worthy clauses about devolving more power to head-teachers passed without comment, but the single paragraph on setting up more church schools aroused much dissent, most of it from the government's own back-benches. There were always doubters, but opposition to state promotion of religion has sharpened since Muslim youths rioted on the streets of northern British towns this summer-and since September 11th.

Some 7,000 of England's 25,000 schools are "faith-based". The Church of England, which runs most of them, wants more; but the groups keenest on expanding faith-based schools are Sikhs, Hindus, Muslims and Jews. Since 1997, 11 schools run by minority faiths and funded by the state have started up, and they want to move towards parity with the Christians.

The government sees religious schools as a way of getting the middle classes, who turned to the private sector after selective state schools were abolished in the 1970s, back into state education. Church schools, with their apparently high academic and moral standards, look like the best way to lure them back.

Certainly, the middle classes are queuing up to get into church schools. But parents are interested in the sort of person their children are mixing with, as well as how good the teaching is. And the evidence suggests that the success of church schools is more to do with selection

Pupils eligible for free school meals in maintained schools\*, % procedures than with the qua-lity of teaching.

Unlike other state schools, which have to accept all children within their

catchment area, church schools are allowed to select pupils on grounds of religious upbringing. Whether or not they are consciously choosing middle-class pupils, they end up with fewer poor children-as measured by the number of children eligible for free school meals-than other state schools do (see chart). Poor children tend to do worse than better-off ones in exams, so schools with fewer poor children are likely to perform correspondingly better. Indeed, a recent study carried out in Wales concluded that once the different levels of free-school-meal entitlement had been taken into account, the differences in performance between church and other schools "were not statistically significant".

Perhaps even more damaging was a study on education standards for Civitas, a think-tank, by John Marks, an adviser on education to the Church of England. Mr Marks concluded that "overall standards are poor, with the extent of under-achievement increasing substantially for older pupils, and this is just as much the case for [church] schools as it is for local education authority schools".

Religion's power to divide society and provoke conflict is sharper in people's minds now than it was when the government first dreamt up this scheme. If "faith-based" schools are not all they are cracked up to be, promoting them becomes harder than ever to defend.

### **Vocabulary exercises:**

#### **I. Find in the article the English equivalents:**

1. Обязались улучшить образовательную систему;
2. Поощряемые многими министрами;
3. Изящная униформа, хорошая дисциплина, высокие результаты экзаменов;
4. Предпринять меры для увеличения количества религиозных школ;
5. Передача учителям большей власти;
6. установить большее количество религиозных школ;
7. вызвало много споров;
8. усилить содействие религии после беспорядков, устроенных мусульманской молодёжью;
9. английская церковь, управляющая...
10. управляемые верованиями меньшинств и финансируемые государством;
11. успех церковных школ заключается в их избранности, а не в качестве преподавания;



12. позволено отбирать учеников;
13. сознательно выбирают учеников среднего класса;
14. разделять общество и провоцировать конфликты.

## **II. Answer the questions:**

1. Why do some ministers praise religious schools?
2. Since when has the opposition to state promotion of religious sharpened?
3. Are the religious schools elective?
4. Would you support faith-based schools? Why?

## **GRAMMAR EXERCISES**

### **I. Замените выражения согласно образцу и переведите выражения**

Model: my telephone number → number of my telephone .

1. Modern equipment exhibition.
2. English course faculty
3. The Amur Region universities.
4. The 20 century discoveries.
5. Many flats building.
6. High quality products.
7. Electronic system research.
8. An outstanding person thinking.
9. A long distance train.
10. Social sciences department.
11. Great importance task.
12. Second rate foreign film.
13. Central museum reconstruction.
14. Last year events.
15. Price awarding ceremony.

### **II. Найдите в предложении подлежащее и определите чем оно выражено.**

Model: I know him very well.

“I” is a subject, it is expressed by the noun.

1. The task of the students is to attend lectures.
2. To know English well is my aim.
3. Playing games in the fresh air is a good exercise.
4. He has an impeccable family.
5. Cycling into the endless streets made him happy.
6. Nobody could help him in that situation.
7. Water is known to boil at 100°C.
8. His returning home so late will very unpleasant to his mother.
9. They have amiable dispositions.
10. He was seen entering the house.

(noun, pronoun, infinitive, gerund, infinitive construction, participial construction)

**III. Найдите в предложении дополнение и определите чем оно выражено.**

Model : I saw him yesterday

“him” is an object, it is expressed by the pronoun.

1. I can't imagine the situation you described.
2. I met her very often.
3. The sailor was quickly joined by his companions.
4. We plan to go to the country on Sunday.
5. I like playing the cello.
6. Don't let him cross the street at the red light.
7. I rely on your fulfilling your duty.
8. I know them all. I've always lived there.
9. The problem is worth discussing.
10. Mother saw him reading the magazine.

(pronoun, noun, infinitive, gerund, infinitive construction, gerundial construction, participial construction)

## Unit 3.

### THE CIVIL RIGHTS MOVEMENTS

The civil rights movement for racial equality began in the 1950s because of racial discrimination against blacks. In the South segregation in public places was legal. Blacks had to go to separate schools and eat in separate restaurants. They had to sit at the back of buses and trains. In the North, poor black neighborhoods developed where people had few opportunities for decent jobs and housing.

In 1954, the Supreme Court declared school segregation unconstitutional. Encouraged by this, blacks started to demand equal rights in other areas. Martin Luther King Jr., the most famous leader of the civil rights movement, believed that change could be achieved through nonviolent protests. He led a peaceful boycott of buses in Montgomery, Alabama, that ended segregation on public transportation there.

Many people were frustrated by the slowness of the changes. More militant black leaders, like Malcolm X, supported violent change and riots broke out in many northern cities during the 1960s.

In 1964, the Civil Rights Bill declared discrimination by employers and in public places illegal. Even though the law was originally made to protect blacks, it also protects other groups such as women and homosexuals. In 1965, the Voting Rights Act guaranteed blacks the right to vote. Even with laws to defend their rights, blacks today must still struggle with racial discrimination.

#### VOCABULARY .

1) discrimination	дискриминация
2) to discriminate (against)	дискриминировать
3) segregation	сегрегация, изоляция
4) to be legal	быть законным
5) to have opportunities for decent job	возможности получения достойной работы
6) to declare	провозглашать
7) to demand equal rights	требовать равные права
8) civil rights	гражданские права

9) (non) violent	(не) насильственный
10) to be frustrated	быть расстроенным
11) slowness of the changes	неспешность изменений
12) riot	бунт
13) to vote	голосовать
14) to struggle (with)	бороться

### **I. Give the English for : (use the text 3)**

движение за расовое равенство; дискриминация чёрных; вынуждены были посещать отдельные школы; не имели возможности получения достойной работы; провозгласить неконституционным; вдохновлённый этим; требовать равные права; достигнуть без помощи насильственных протестов; поддерживать изменения силой; провозгласить дискриминацию незаконной; закон был первоначально поставлен на защиту чёрных; гарантировать право голоса; несмотря на закон, защищающий права; бороться с дискриминацией;

#### **Give the Russian for :**

segregation; to declare; civil rights; to vote; to struggle; violent; to be legal; to discriminate; to demand equal rights; slowness of changes; to have opportunity for decent work;

### **II. Translate the words given in brackets into English:**

1. The civil rights movement for racial equality began in the 1950s because of (расовая дискриминация) against blacks
2. In the North, poor black neighborhoods developed where people had few (возможности получить достойную работу)
3. In 1954, the Supreme Court (провозглашать) school segregation unconstitutional
4. Encouraged by this, blacks started to (требовать) equal rights in other areas.
5. More militant black leaders, like Malcolm X, supported (насильственный) change
6. The Civil Rights Bill (провозглашать) discrimination by employers and in public places illegal.
7. (Бунты) broke out in many northern cities during the 1960s

### III. Find an odd man out:

1. riot, vote, declare, struggle;
2. segregation, discrimination, violence, frustration;
3. civil rights, equal rights, discriminate against, declare;

### IV. Give the opposite :

1. to violate human rights-
2. a prejudice in favor of-
3. violent-
4. to be constitutional-
5. to treat like a chattel-
6. a totalitarian state-
7. weak-
8. prone to obey authority-
9. to fail-
10. a leader-

### V. Answer the questions:

1. When and where did the civil rights movement begin?
2. Why did the blacks begin to struggle for equality?
3. Who was the leader of the civil rights movement?
4. Why did not some leaders of the movement support Martin Luther King?
5. Did the Civil Right Bill protect other minority groups?

### VI. Find the pairs :

- |   |                                 |
|---|---------------------------------|
| 1. to secure the rights                           | a) подстрекать                  |
| 2. to violate the rights                          | b) широко распространившийся    |
| 3. to instigate                                   | террор                          |
| 4. to look condescendingly                        | c) устанавливать справедливость |
| 5. widespread country terror                      | d) нарушать права человека      |
| 6. to revive the ideology of a totalitarian state | e) относить права к каждому     |
| 7. to combat smth                                 | f) сражаться                    |
|   | g) соблюдать права человека     |

- |                                 |   |
|---------------------------------|---|
| 8. to establish justice         | h) пристрастное мнение,                     |
| 9. to apply rights to everyone  | предубеждение                               |
| 10. to treat like a chattel     | i) относиться как к имуществу               |
| 11. a prejudice against someone | j) предубеждение в пользу чего-то           |
| a prejudice in favor of someone | k) смотреть снисходительно                  |
|                                 | l) возродить идеологию тоталитарного режима |

1	2	3	4	5	6	7	8	9	10	11	12
g											

**VI. Translate into Russian:**

1. Nationalism is a devotion to one's nation, a policy of national independence.
2. Nationalism is the doctrine that certain nations are the objects of divine election.
3. Racism is a belief that one's own race is superior and has the right to rule others.
4. Fascism is based on the fact that there is the recognition of the dominant nation or race to possess a special historical mission.
5. Fascism is the extreme nationalism that is eager to create a new state or even world order, based on the physical extermination (genocide).
6. The Nazis have the cult of the leader.
7. They declare the rejection of democracy and pluralism in favor of dictatorship and a one-party system.
8. The cult of force and war as the means of settling territorial disputes and defending the dominant ideology.
9. Political extremism uses propaganda, violence and other extreme methods for the attainment of any political objectives.

**VII. Translate into English:**

1. Чёрным приходилось посещать отдельные школы, есть в отдельных ресторанах, сидеть в автобусах на задних сиденьях.
2. Движение за гражданские права началось в 50-х годах по причине расовой дискриминации чёрных.

3. Мартин Лютер Кинг полагал, что изменения достижимы ненасильственным способом.
4. Воинственно настроенные лидеры черных поддерживали насильственные изменения и во многих северных городах разразились бунты.
5. Билль о Гражданских правах провозгласил дискриминацию в трудоустройстве и в общественных местах незаконной.
6. Национализм- это предпочтение одной нации, политика национальной независимости.
7. Расизм-это вера в превосходство какой-либо расы, в её право руководить другими.
8. Фашизм-это крайний национализм, желание создать новое государство и даже мировое господство.
9. Политический экстремизм-это использование насилия и других крайних методов для достижения какой-либо политической цели.

**VIII. React to the following statements in the form of a situation of 5-7 sentences:**

1. Every man has the right to live any place he wants. People are free, to move to any country and to any city. And the restrictions on the choice of the place of the residence violate human rights.
2. National minorities should try to preserve their national identity and cultural heritage.
3. Preferential treatment results in reverse discrimination.
4. The infusion of an alien culture puts the country's ethnic identity at stake. There must be quotas to restrict immigration.
5. The white race is superior to others.

**IX. Find the Russian equivalents for the English proverbs and use them in your topics:**

1. To give the devil his due.
2. A wolf in sheep's clothing.
3. The voice of one man is the voice of no man.
4. The last straw breaks the camel's back.
5. Better die standing than live kneeling.

6. Barking dogs seldom bite.

### **X. Memory work.**

Here's the part of the world-known Martin Luther King's speech. (Learn it by heart).

#### **“ I HAVE A DREAM.**

I have a dream that one day this nation will rise up, because I know that all men are created equal. I hope that one day even the state of Mississippi — a heart of injustice-will be transformed into oasis of freedom a justice.

I have a dream that my four little children will one day live in a nation, where they will not be judged by the color of their skin but by their character.

I have a dream that one day little black boys and little black girls will be able to join hands white boys and girls as sisters and brothers.

I have a dream...”

### **WOMEN'S LIBERATION**

The Women's Liberation Movement began in 1960s. It was started by women who were concerned about their identity, their role in society, and their work, and about the view of women that many people held.

Many women want full equality with men in every aspect of life. In marriage, they want husbands and wives to share all the work and responsibilities of a home and a family. In work, they want women and men to have the same jobs and the same chance to succeed. They want women to be paid just as much as men for the same work. Other women agree with some of the ideas of women's liberation. They want the same pay if they hold the same job as a man. At home, however, they do not expect their husbands to share in the cleaning, cooking and other household jobs.

It is important to remember that the Women's Liberation Movement is not concerned only with concrete issues; it is also concerned with attitudes and beliefs. One example of this concern is the issue of women's identity. Some women do not think they are capable of doing anything important. The Women Liberation Movement helps these women improve their views of themselves.



A second issue of the Women's Liberation Movement is the question of women's roles. Should a woman work outside the home, should she work if she is married and has children? If a woman decides to take a job outside the home there are many important questions which are raised. Are some jobs closed to her because she is a woman? Will she be paid as much as her fellow workers-men?

Many people agree with the ideals and goals of women's liberation. They feel that women ought to be considered equal to men in every way. They feel that a woman shall be able to decide to stay at home and raise a family, or to stay at home and not raise a family, or to go out and work, or to have a job outside the home and a family as well.

Other people are opposed to women's liberation.

The Women's Liberation Movement is trying to give women a chance to show what they can do.

### Vocabulary

- |  |   |
|--|---|
| 1) the women's liberation movement                           | – движение за освобождение женщин   |
| 2) to be concerned about one's identity                      | – интересоваться вопросами индивидуальности личности                                      |
| 3) to hold a view  | – придерживаться взглядов   |
| 4) full equality with men                                    | – полное равенство с мужчинами  |
| 5) to share all responsibilities                             | – делить всю ответственность  |
| 6) a chance to succeed                                       | – шанс на успех   |
| 7) to hold the same job as...                                | – иметь ту же работу, что и...  |
| 8) to share in the cleaning cooking and other household jobs | – делить работу, связанную с уборкой, приготовлением обедов и другими домашними хлопотами |
| 9) to be concerned with attitudes and beliefs                | – интересоваться чьей-либо позицией и убеждениями   |
| 10) the issue of women's identity                            | – проблема личности женщины   |
| 11) to improve one's view of oneself                         | – относиться с большим уважением к себе   |

**Give the Russian for:**

women were concerned about their identity, role in society and work; women wanted full equality with men; it's necessary to share all responsibilities; women must be given the same chance to succeed; the women's Liberation Movement helped women to improve their views of themselves; some people consider women to be equal to men, others are opposed to Women's Liberation; what is a women's role ? Child rearing and cooking?

**Give the English for:**

относиться к себе с большим уважением; разделять обязанности по дому; полное равенство; иметь ту же, что и мужчины, работу; иметь шанс на успех; придерживаться демократических взглядов; работать вне дома;

**II. Translate the word given in brackets into English:**

1. The Women's Liberation Movement was started by women who were concerned about their (индивидуальности).
2. Women want (полное равенство) with men in every aspect of life.
3. They want husbands and wives to (делить) all the work and (ответственность) of a home and a family.
4. They want women and men to have the same jobs and the same (шанс на успех).
5. The Women Liberation Movement helps women (относиться с большим к себе уважением).
6. Women should (считаться равной с мужчинами) in every way.

**III. Find an odd man out:**

1. House keeping, child rearing, shopping, carrier;
2. Share, equality, identity, movement;

**IV. Give the opposite:**

1. Carrier
2. Inequality

3. To be prone to obey authority
4. To fail
5. To manage the house

**V. Answer the questions:**

1. When and why was the Liberation Movement begun?
2. What are the women concerned about?
3. What attitudes is Movement concerned about?
4. What is the question of women role?
5. What do people think of this movement?

**VI. Translate into Russian:**

1. The Women's Liberation Movement was started by women who were concerned about their identity, their role in society.
2. Many women want full equality with men in every aspect of life.
3. They want husbands and wives to share all the work and responsibilities of a home and a family, in work, they want women and men to have the same jobs and the same chance to succeed.
4. At home, they do not expect their husbands to share in the cleaning, cooking and other household jobs.
5. It is important to remember that the Women's Liberation Movement is not concerned only with concrete issues; it is also concerned with attitudes and beliefs, one example of this concern is the issue of women's identity.
6. A second issue of the Women's Liberation Movement is the question of women's roles.
7. Many people agree that women ought to be considered equal to men in every way.
8. A woman is able to decide to stay at home and raise a family, or to stay at home and not raise a family, or to go out and work, or to have a job outside the home and a family as well.
9. The Women's Liberation Movement is trying to give women a chance to show what they can do.

**VII. Translate into English :**

1. Движение за освобождение женщин было начато женщинами, для которых была важна роль, которую они играли в обществе.
2. Многие женщины хотят равенства с мужчинами во всех областях жизни — дома и на работе.
3. Роль женщины в обществе — это ее право делать карьеру или остаться дома и заниматься семьей.
4. Женщины должны получать столько же за свою работу, сколько их коллеги - мужчины.
5. Многие согласны с идеями и целями движения за освобождение женщин.
6. Женщина должна считаться равной с мужчиной во всех отношениях.
7. Тем не менее некоторые выступают против эмансипации.

**VIII. React to the following statements in the form of a small situation of 5-7 sentences:**

1. The main and the only role of all women is to be a housewife.
2. Women must get the same pay with men if hold the same job.
3. Women can't be equal to men because of their nature.
4. A woman can take a job out of the home
5. Women and men, are not equal in their rights and abilities. A man can work better and should be paid better.

**IX. Make up a topic:**

1. A woman who stays at home is a better mother than who works,
2. Women do not passes the aggressiveness, competitiveness and self — confidence required to achieve success in business;

**XII. Read the article “ Real or abstract terror”(October, 17, 2002 Moscow News.). and comment on it, using the plan for rendering (see Appendix).**

**REAL OR ABSTRACT TERROR**

To many, the September 11\* attacks and retaliation afterwards in Afghanistan were impersonal horrors only

Is the sky blue yet? As the terror and smoke recede from the city skyline following the September 11<sup>th</sup> attack on the World Trade Center, my five-year-old son Sam asks that very question, "Is the sky blue yet?"

Answer? I don't think so. Even on the sunniest day, the outlook is overcast. Those who suffered personal horror of death or near-death of one of the 7,000 victims will not know blue sky for the foreseeable future.

For many others, the tragedy is merely abstract. Flags wave briskly and pictures continue to roll daily recounting the financial district's Sisyphean cleanup and now the attempted mop-up of the Taliban. The response is neither intimate nor immediate. Surely there are token exceptions such as last weekend's New York tourists who were urged in radio ads and by our gallant Mayor Giuliani to spend money on restaurants, clothes, hotels and entertainment to \_ shew that things are normal again in New York While I applaud the mayor's strategy and earnestness, things are not normal in our city. Hotels are at 25 percent occupancy, restaurants have lost half of their business and airlines are carrying 30 percent of capacity.

United, Delta and Northwest airlines have laid off nearly 50,000 employees in the past two months. Shops are empty. The total number of American workers given pink slips in just three weeks is now 200,000. Store fronts in the Wall Street area as much as ten blocks away from Ground Zero won't recover for a year or more. Reconstruction of downtown, forecast as a year's project, seems giddily optimistic to this observer. After all, it took five years to construct much of the renewal space at the southern tip of Manhattan. Why would it take less time to rebuild it?

Although the grim shopping list of New York's present condition perhaps casts the writer as a pessimistic flak, my own spin is less despondent than respondent. Or, to put it another way, I'm waiting for New Yorkers to say, "I'm going to downsize my business and move to a smaller office," or "I'm afraid for my family and so I'm moving out of New York to a safe countryside," or

I'm not afraid personally but I am seriously concerned about the economy, already in retreat before September 11\* and now utterly unpredictable." By the way, the financial situation is only unpredictable in the sense no one knows how much worse it's going to get.

Modest but real responses. The only palpable momentum to date is from the companies that lost 50 million square feet of office space in the downtown devastation. These executives were forced to act. I'm talking, however, about other New Yorkers who don't have to leave but should still face what could be serious financial hardship and who have a duty to respond rather than rest until the crisis passes.

An example? For a family, it would be a temporary departure from New York City and its always exciting but also extravagant lifestyle. This is prudence, not panic. It could entail selling a city apartment and substituting a far

less costly house in either the suburbs or country. Part of this change could mean a shift in schools from private to public for children and a switch in jobs for fathers and mothers. Not just a family facelift but a life lift. \_\_\_ Many New Yorkers don't believe the terrorist attack impacted them personally. They're wrong. It did. Or will. This does not mean New York will not literally rise from the ashes and one day be the same compelling city it was September 10\*. In fact, ultimately some good will come from our grief. We will never again be complacent about our freedom and liberty. We may even become less spoiled and convinced that we are always right. America's grand strategy seems to be that a strong U.S. economy in all its globalization glory is the best weapon to fight this poisonous new war and our country's recession at the same time. The Clinton administration, on the other hand, believed that in a downturn the best tactic was to show surpluses. Did you know, for instance, that in the last six years \$125 billion was cut from the United States' defense budget annually? Some insiders now predict that our government will soon pump \$325 billion of fresh money into this same defense budget which not only helps fight our terrorist foes but fights unemployment and business defensiveness as well.

Finally, isn't it ironic that Russia, China and Pakistan, three countries once considered America's major world adversaries, are now allies in the war on terrorism? Globalization indeed.

### **1. Find in the article the English equivalents for:**

1. последовавшие за нападением;
2. не увидят голубого неба в обозримом будущем;
3. отели заняты на 25%;
4. рестораны потеряли половину;
5. авиалинии перевозят 30% от возможного;
6. общее количество уволенных за три недели американских рабочих;
7. прогноз, что проект займёт один год, кажется слишком оптимистичным;
8. экономика... теперь непредсказуемая;
9. это осторожность, не паника;
10. повлияла на них непосредственно;
11. нет худа без добра;
12. быть уверенным в свободе и независимости;
13. стать менее избалованными;
14. ежегодная статья бюджета США, выделяемая на оборону;
15. нет ли иронии в том, что;
16. основные враги стали союзниками;

### **2. Answer the questions:**

1. How many victims were after attack?

2. Are the things normal in New York?
3. Do the N. Yorkers try to leave the city?
4. Do the N. Yorkers panic after the attack?
5. What countries were the adversaries and became allies of USA?

## GRAMMAR EXERCISES

### I. Откройте скобки и поставьте глагол в нужную форму, переведите предложения.

1. John told me he (to give) a farewell party next week.
2. She said Peter (to teach) spoken English at the Moscow University then.
3. She informed she (can) come on time.
4. Peter asked Marry if she (to join) him next week.
5. He wondered if we (to distribute) our home duties the day before.
6. In a few words I (to tell) him what (to happen).
7. That evening she (to tell) me (to be) at the hotel number and about half past eight I (to dial) that number, but there (to be) no answer.
8. She said, children (to play) in the park for half an hour.
9. I hope you (to know) what you (to do) now.
10. Usually my sister (not to mention) where she (to be) from.
11. She scarcely realised what (to happen).
12. Oh, Jane ! I didn't know you (to be) so unkind.
13. Mary (to return) to the room. All (to sit) beside the gas fire and (to take off) his shoes.
14. Darkness (to fall) when he finally (to return) to the hotel.
15. He (to say) nothing to Pat except that he (to return) down the job.

### II. Переведите с русского на английский.

#### I.

1. Я думал, что ты занят.
2. Мы сказали, что хотели пойти в оперу.
3. Мы надеялись, что вы умеете плавать.
4. Том спросил, сколько раз в неделю мы занимаемся английским.
5. Врач сказал, что я должен остаться дома.

6. Я не знал, что он живет на этой улице.
7. Петр сказал, что музей сегодня закрыт.
8. Я думал, что моя сестра хорошо их знает.

## II. .

1. Ты знал, что он уехал за город ?
2. Она мне сказала, что говорила с вами.
3. Мать сказала, что они уже пообедали.
4. Генри спросил меня, где я достал эту книгу.
5. Он позвонил на вокзал и узнал, что поезд уже ушел.
6. Она отрицала, что говорила с Ниной.
7. Она думала, что он уже закончил университет.

## III. .

1. Она говорила, что примет участие в работе.
2. Мать надеялась, что сын вернется через неделю.
3. Мы сказали, что вернемся через час.
4. Он полагал, что они будут работать вместе.
5. Мы надеялись, что вечером пойдем в кино.
6. Я не знал, что твои друзья поедут отдыхать без тебя.
7. Мы сказали им, что не будем их ждать.

## APPENDIX

### CONVERSATIONAL PHRASES:

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. It goes without saying...     | – само собой разумеется       |
| 2. To tell the truth             | – по правде говоря            |
| 3. I'm inclined to think...      | – я склонен думать            |
| 4. As far as I know (remember)   | – насколько я знаю (помню)    |
| 5. As a matter of fact...        | – на самом деле               |
| 6. No wonder...                  | – не удивительно              |
| 7. Actually                      | – в действительности          |
| 8. I'd like to remark that...    | – я бы хотел заметить, что... |
| 9. I think (believe, suppose)... | – я думаю (верю, полагаю)...  |



10. To my mind (in my opinion)... — по моему мнению...

### PHRASES OF

#### AGREEMENT

1. Certainly !
2. Definitely !
3. Undoubtedly !
4. Naturally !
5. By all means
6. Sure
7. Right you are !
8. It stands to reason

#### DISAGREEMENT

1. Far from it
2. You are wrong
3. By no means
4. Just the other way round
5. On the contrary
6. I'm afraid you're mistaken
7. I'm not sure
8. I doubt it

### THE SCHEME OF RENDERING THE ARTICLE.

#### 1. The title of the article

- The article is headlined...
- The article is entitled...

#### 2. The author, the time and the place of the publication

- The author of the article is...
- The article is written by ...
- The article was created under the impression of...
- It is published (printed, placed) in ... dated by ...

#### 3. The main idea

- The article deals with the problem of...
- The author concentrates on (upon) the fact (problem) of...
- The author touches upon (several) acute problems: ...
- The purpose of this publication is...
- The author gives (brings to light) important (detailed, terrifying) information (facts) about.

#### 4. The content

- The author starts by telling about (that)...
- The author writes about (that)...
- The author pays attention to...
- The author of the article is (seriously) concerned about...

- The author is sure that...
- The author tells about (that)...
- The author sums up by telling (that)...
- The author concludes with the following:...

**5. My own opinion**

- The article is of no value.
- The article is (still) worth attention.
- I find the article (rather) important

dull

informative

interesting

absorbing

boring

useful

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