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Часть 2

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Учебное пособие предназначено для аудиторной и самостоятельной работы студентов 5-го курса отделения французского языка (Российско-французский университет, отделение права), изучающих английский язык в качестве второго иностранного. Предлагается набор текстов публицистического характера, сопровождающихся учебными заданиями, и в ряде случаев образцами прореферированных текстов.

Цель пособия – способствовать дальнейшему развитию и совершенствованию навыков работы с текстом у студентов заключительного этапа обучения.

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CONTENTS

| | |
|---|----|
| ВВЕДЕНИЕ..... | 4 |
| I. EXERCISES ON SUMMARY WRITING..... | 5 |
| II. SAMPLE SUMMARIES..... | 14 |
| III. SAMPLE SYNOPSIS..... | 18 |
| IV. TEXTS FOR SYNOPSIS – IX Semester..... | 22 |
| 1. What’s this thing called love?..... | 22 |
| 2. Drinking: easy on the heart, hard on the liver..... | 24 |
| 3. The odd couple..... | 26 |
| 4. Women beware: British man about the house..... | 28 |
| 5. The naked truth about road safety..... | 30 |
| 6. No Remorse..... | 33 |
| 7. Mother forgives man who pushed her daughter off cliff..... | 33 |
| V. TEXTS FOR SYNOPSIS – X Semester..... | 34 |
| 1. How to beat holiday stress..... | 34 |
| 2. If schools could pick their students..... | 36 |
| 3. Beware of a man whose stomach does not move | 36 |
| 4. Computer hacking – high-tech crime..... | 38 |
| 5. How much are you worth?..... | 40 |
| 6. Apology to Liam Neeson and Natasha Richardson..... | 42 |
| VI. RENDERING..... | 43 |
| VII. TEXTS FOR RENDERING..... | 47 |
| Texts for rendering – IX semester..... | 47 |
| Texts for rendering – X semester..... | 54 |
| REFERENCES..... | 62 |

ЧАСТЬ II

ВВЕДЕНИЕ

Учебно-методические материалы для студентов 5-го курса РФУ, изучающих английский язык как второй иностранный, включают набор аутентичных текстов публицистического характера, нацеленных на дальнейшее развитие и совершенствование у студентов навыков чтения и говорения в процессе реферирования текста. Реферирование текста предполагает краткое изложение его содержания, отражающее логическую структуру прочитанного текста.

Подход к реферированию как к одной из целей обучения обусловлен тем, что воспроизведение информации прочитанного текста с определенной степенью переработки его содержательной и языковой структуры является реальной коммуникативной задачей студентов, и поэтому умения в области реферирования рассматриваются как необходимая составная часть коммуникативной компетенции в учебно-профессиональной сфере общения.

Данное пособие состоит из шести основных разделов. В первом разделе предлагаются упражнения по резюмированию текста с детальным описанием процедуры работы. Во второй раздел включены образцы резюме текстов публицистического, научного и юридического характера. Третий раздел содержит образцы прореферированных текстов (1-й вид реферирования. Synopsis). В четвертом и пятом разделах предлагаются учебные тексты по реферированию аутентичных текстов на английском языке (9-10-й семестры). Шестой раздел посвящен реферированию газетных статей с русского языка на английский (2-й вид реферирования. Rendering).

Учебные материалы могут использоваться как на занятиях по практике английского языка, так и при самостоятельной подготовке студентов.

I. EXERCISES ON SUMMARY WRITING

SUMMARY WRITING GUIDELINES

1. The purpose of a summary is very important. For example, if you are a journalist, you might want to include an example or a quotation to bring the summary to life. However, if you are writing an official summary of a meeting for a report, these are often excluded.
2. In many summaries the following are often excluded: anecdotes, lists, figures of speech, unnecessary adjectives.
3. You may need to use words that are different from the original.

SUGGESTED PROCEDURE

1. Read and understand the text.
Stage 1: What is the general meaning?
Stage 2: Read again. What is really being said?
Stage 3: What is the aim of each paragraph? Give each paragraph a heading.
2. Decide if there are any paragraphs you can ignore.
3. Underline/highlight the main points in each paragraph. (Will you include only facts or will you include opinions? Will you include only general points or will you include detail – quotations, examples, etc.?)
4. Make notes of the important points in your own words.
5. Put the notes in a logical order.
6. Do a first draft.
7. **Check 1:** Is the length appropriate? Have you included all the important points? If it is too long, what can you cut or combine? Are there any words/phrases that can go? If it is too short, what should you bring in?
Check 2: Review the spelling, consistency of verb forms, vocabulary, sentence structure, punctuation.
8. Do a final version.

[2: 177]

Ex. 1. Read the article entitled TRIUMPH OF KIDNAP JENNY published in The Daily Mail, 20th August, 1998 and do the assignments which follow.

JENNIFER GUINNESS said last night how a mixture of anger and determination kept her going during her eight-day kidnap ordeal. And it became clear that it was her remarkable courage in the last desperate hours which saved her life. “What helped me through was a conviction that they were not going to get to me”, said Mrs. Guinness just hours after she was freed. “I had no doubt that much of the time my life was in danger. But I couldn’t afford to let myself lose hope. I was going to come out mentally and physically intact”.

Mrs. Guinness, 48, showed no signs of exhaustion as she joked with her husband, merchant John Guinness, 51. She said that she told her abductors their ransom demand to £ 2 million was ‘crazy’. When Mr. Guinness was asked whether he ever had any intention of paying the ransom, he said firmly ‘no’. Mrs. Guinness confirmed that the kidnappers originally intended to snatch her 23-year-old daughter Gillian. But she persuaded them to take her instead. “I suppose I pleaded with them that I would be much better. John would pay more for me”, she said with a grin. But despite her easy-going manner, it was clear that for much of the time she suffered great discomfort. Each time the kidnappers changed base she was bundled into the boot of a car. At other times she was tied up with masking tape stuck over her eyes. She was determined, she said, to make a nuisance of herself. “It made me feel better”.

It was in the final hours of her ordeal that Mrs. Guinness reasoned with them, pointing out the futility of their position and gently persuading them that they had no choice but to give themselves up. Mrs. Guinness told them that to take her life would only make matters worse for them. Her softly-softly approach paid off. At first light yesterday the two remaining kidnappers walked from the flat in the Ballsbridge district of Dublin with their hands up and surrendered. Mrs. Guinness was free. The breakthrough in the hunt came when

police spotted two known criminals driving a hired car which finally led them to the gang's lair. On Tuesday evening they swooped on a luxury home in the suburb of Rathfarnham. It was empty but they were convinced that Mrs. Guinness had been there. The action rapidly moved to Waterloo Road in Ballsbridge. Just after midnight police found the hired car outside No. 51. Five minutes later one of the kidnappers, named as Tony Kelly, was seen leaving the house. He began firing at the police. They returned fire and Kelly was overpowered. One of the gunmen came to a window and shouted: "We've got her inside. You had better back off or we will blow her head off". Police then retreated and a trained negotiator was brought in. At exactly 6.30 the two gunmen gave themselves up. They were followed out by Mrs. Guinness.

Assignments

1. After reading the article right through, define its topic. What do you think the article is about: (a) the brutality of some kidnappers; (b) the bravery of a woman; (c) the cleverness of the police?
2. What is kidnapping? Find in the text the words connected with the theme of kidnapping, guess their meaning from the context.
3. What do you think is meant by *a softly-softly approach*?
4. *Lair* and *swoop* are words normally connected with the animal kingdom. Explain the meaning of these words in the present context.
5. What is the main idea of the article?
6. Summarise the article.

Ex. 2. Read the article "The Sweet Smell of Purple" from a scientific journal 'New Scientist' and while reading find answers to these questions:

1. What exactly is synaesthesia?
2. How is it different in different people?
3. Why has the condition become important to scientists?

4. How is it assumed that the brain normally deals with the senses?
5. How does the British team think synaesthetics' brains differ from 'normal' brains?

Compare your answers with another student.

THE SWEET SMELL OF PURPLE

MURIEL still remembers when her father painted the family house. The paint was white. But it smelled unmistakably blue. Then there's Kristen, who tastes words, complete with texture and temperature. Often the spelling affects the flavour. The name 'Lori', for instance, tastes like a pencil eraser, but the name 'Lauri' tastes lemony.

These two women have synaesthesia, which means that their senses mingle. A stimulus to one sense gives rise to entirely unexpected responses in others. A scent, in Muriel's case, triggers not only smell but colour. Grass might smell purple – or roses grey. The taste of chocolate might bring on a prickly feeling, of pins jabbing into flesh. Sounds, too, evoke colours and shapes. One synaesthetic can picture the green loops of a helicopter's drone; another is assaulted with red daggers on hearing a bell.

Most people with the condition – there are an estimated one in 25,000 – simply hear letters, numbers and words in colour. To them, it is a natural, unobtrusive part of life, like seeing. Synaesthetics aren't impaired, don't 'suffer' and for the most part enjoy their little gift. Amusing and quaint though it is, synaesthesia, neurologists agree, is rather unimportant – at least, it would be if it hadn't fired a debate that goes to the core of how the brain works.

The problem is that synaesthesia is not easily explained. How does this sensory mix-up happen? And where in the brain does it take place? According to the widely-accepted view, the various functions of the brain, senses included, are handled in specialised neural 'modules'. Each module consists of a number of areas of the brain wired together by neural pathways and centred on the

cortex, the sheet of tissue that forms the outer shell of the brain and is the seat of rational human thought. Information to do with hearing, for instance, is processed in one module, while vision is processed in another.

But synaesthesia seems to defy this segregation: at least two senses are interacting. When Muriel ‘smells’ the colour of paint, does the activity take place in the brain’s ‘smell centre’ or in the module for vision? Or somewhere else? Is there something special about her brain or could any old brain do this?

A team of psychologists and neurologists in London, headed by Simon Baron-Cohen of the Institute of Psychiatry, has been looking at the condition for six years. They have come to the tentative conclusion that the brains of synaesthetics are biologically distinct. ‘In people with synaesthesia,’ suggests John Harrison, a neurologist at Charing Cross Hospital and a leading member of the team, ‘perhaps unusual pathways link centres of the brain that process what we hear to areas processing what we see.’ In other words, their brains are cross-wired. ‘It’s a perfectly good explanation.’

But not according to an American neurologist, Richard Cytowic of Capitol Neurology, a private clinic in Washington DC. The brains of synaesthetics may not be fundamentally different at all. Far from being a hierarchy, dominated by a ‘rational’ cortex where functions such as sensory perception are localised and separated, the human brain may be a much more integrated unit. It may be that the neural structures beneath the cortex co-ordinate communication in the brain and decide on the importance of the information being processed. And the quest to explain synaesthesia, he says, has helped to unveil it.

• *Which of these statements are true according to the text?*

1. Some synaesthetics can taste the names of people.
2. The condition is an irritating sickness.
3. Everyone agrees that different sensory activities are dealt with by different parts of the brain.
4. Everyone agrees that the brains of synaesthetics are biologically different from ‘normal’ brains.

Writing a Summary

A **summary** contains the most essential points of the text without losing the clarity or the emphasis of the original.

• Look again at the article and put these descriptions of each paragraph in the correct order.

A: Asking about the reason

B: Outlining the latest research findings

C: Opening with examples (paragraph 1)

D: The opposing view

E: Stating a problem with the scientific explanation

F: Generalisation linked to the examples

G: Explanation of examples

Ex. 3. Complete these summaries of each paragraph using one or more words.

1. One synaesthetic's early ... is of her father The house. ... the paint was white, she ... it as blue.
2. Synaesthesia is where there is a ... for one sense but there is a different ... in another.
3. The majority of synaesthetics hear through ... and are ... with their condition. The reason synaesthesia is ... to scientists is that it shows how the brain
4. The condition is ... to understand. It is thought that the nerves in the ... link together in different segregated units in order to deal with the different These ... link to the outer tissue of the brain called the ... , which is probably where human beings think.
5. One of the reasons synaesthesia ... lots of questions about the brain is that it is not clear, for example, which unit deals with colour – is it the ... unit or the ... unit?

6. Simon Baron-Cohen and a group of psychologists and neurologists in London ... people with synaesthesia and they ... that it is possible that for synaesthetics the links in the nerve centre ... differently from the rest of us.
7. ..., Richard Cytowic, in Washington DC, believes the brain is more ... and it is the ... not the ... which direct

[2: 32-35]

Ex. 4. Work in pairs and compare your summaries.

What are the most important pieces of information in the summary of the exercise above? Try to reduce the summary to about half its length (100 words). If necessary, make notes first. Show your summary to other students. How could yours be improved?

Ex. 5. Many people suffer from insomnia and there are a variety of techniques people use to try to get to sleep.

- ***Read this newspaper summary of a long article in a scientific journal.***

Waves of sleep

Stating the topic: A 'radio spoon' which is claimed to help send insomniacs naturally to sleep has been unveiled by a Swiss inventor and doctor called Boris Pasche.

Explaining the topic: You go to bed licking the spoon, which gives out radio signals between 100 and 1,000 times weaker than those given off by a mobile phone.

Extra information: The radio signals, claims Pasche, relax you by soothing the brain's electrical rhythms.

Giving an example of the information: According to a report in *New Scientist*, the device has already proved its worth: a team of volunteers which went to bed sucking the spoon fell asleep on average 18 minutes faster than a control group given an ordinary spoon to suck, and they woke up 75 minutes later.

(116 words)

- **Task: reduce the summary to about 75 words.**
- (i) underline the words/phrases you will keep.
- (ii) Cross out the words/phrases you will cut.
- (iii) Circle the words/phrases you will re-express.

Ex. 6. Following the guidelines above, write a summary in your own words of the article “The deep smell of purple” (about 120 words). Exercise 3 may be of great use to you.

[2, 177]

Ex. 7. Now read another newspaper article in which Giles Coren, an ex-university student gives his opinions on ‘gap years’.

In Britain a gap year refers to a year off between leaving school and starting higher or further education.

Traditionally, students have used this year to travel and experience life in other countries, often by working there.

- a) What advantages and disadvantages do you think there might be in having a ‘gap year’? Is it common in your country?
- b) Would you have liked the opportunity to travel and work in other countries at this age? Give a reason.

7a. Read the text and compare what Giles says with your ideas.

There is absolutely nothing at all to be said for taking a year out between school and university and using it to travel the world. Supporters of the gap year fraud claim that it broadens the mind. As if a broad mind were of any use at all in settling down to the miserable grist of a workaday existence – in life it is only those with the very narrowest horizons who survive.

The first disaster was that my chosen university insisted that I took a year off. “You will be very welcome in 1989”, they said. “But you need to mature”. “Mature?” I was not a cheese. Did that venerable begowned gentleman actually believe that to pick up an exotic disease or lose my right arm wrestling with an alligator in the Amazon would in some way make me keener to read Spenser?

I will never know. All I do know is that I had the prospect of 15 months before I started university with nothing to do and no money. I really didn't want to travel.

What is more, even if I had wanted to go away I couldn't have afforded it. It is the private income posse who travel. Dosh from Daddy. They will say that they 'worked' for their round the world air ticket meaning 'I earned nine pounds for walking the neighbour's dog and my parents paid the rest. It is they, and only they, who go away.

But, and here is the point, I learnt more about life, death and the nature of humanity in the 15 months that I spent working in London than anyone who came back from the depths of South-East Asia. Far more enlivening to work a till in Harrods and see what happens to a posh woman in a Hermes scarf when her credit card won't work.

Whatever you do in your gap year you do not mature but merely age. And wherever you spend your time it is wasted. However good you might think your gap year was, if you hadn't taken it you would be a year younger now. /The Times, 1999/

7b. Which of these titles do you think would be the best one for the article? Why?

- Diseases and alligators: The risks and rewards.
- Foreign travel: No way to bridge the dreaded gap.
- A gap year: Time off well spent?

7c. Which of Giles's opinions do you agree or disagree with?

7d. Comment on the tone/attitude of the article. Is it cynical? Light-hearted? Funny? Find words or phrases to justify your choices. Example: He is quite cynical (*it is only those with the very narrowest horizons who survive – line 11*).

7e. What is the main idea of the article?

7f. Summarise the article.

I[2, 46-47]

II. SAMPLE SUMMARIES

- *Study the summaries of 7 journal articles paying special attention to the meta-language which is in bold type so that you could use these lexical items in a synopsis of your own.*

SUMMARY 1

The present paper **focuses on** vagueness as a less charted area of semantic analysis. **The introductory paragraph outlines** the problematic treatment of semantic vagueness in several disciplines such as psychology, philosophy, logic and linguistics, especially as to (1) the interpretation of vagueness; (2) the analysis of the phenomenon; and (3) the delineation of the notion in the literature. **Next, two basic types of** semantic vagueness **are distinguished**. **The principal part of the paper focuses on** demarcation problem; **it poses the question how** vagueness functions amidst what has been called ‘vagaries of reference’, like homonymy, polysemy, metaphor, metonymy and generality. **Finally, the (linguistic) treatment of** semantic vagueness **is revisited in view of the three problems described at the outset.** (115 words)

[7: 195 - 200].

SUMMARY 2

This paper **proposes** a psychodynamic existential **perspective to** teacher burnout. **It is based on the assumption that** people seek a sense of existential significance through their work **and have psychodynamic reasons for their career choice**. Ninety-seven Israeli teachers **were interviewed** using both quantitative and qualitative measures. **Results show a significant correlation between** lack of significance in teaching and burnout. **The quantitative data suggest** a tentative relationship between critical childhood experiences and the choice of a teaching career and between goals and expectations when entering

teaching **and the causes of** burnout. **Four samples of** American teachers **were used for a cross-cultural comparison.** The lower level of the Israeli teachers' burnout **when compared with** the American teachers, **despite** more stressful work conditions, **is interpreted as** further support for the relevance of the existential perspective to teacher burnout. (136 words)

[8: 121]

SUMMARY 3

Drawing on the author's own difficult experience as a well-intentioned educational researcher **working in collaboration with** an elementary school teacher, **this article highlights** some of the dilemmas and complexities of collaboration with classroom teachers. **Specifically, he raises questions about** a previously **underexplored** yet surprisingly powerful factor in collaborative educational research: the language we use to talk about research relationships. **The author offers an interpretation of** a recent 'collaborative study that positions our difficulties as a conceptual-language **problem rooted in** the severely limited vocabulary for discussing and understanding research relationships. He **concludes the article with a call for the development of** a richer, fuller range of terms to describe research currently labelled 'collaborative'. (114 words)

[8: 155]

SUMMARY 4

During the 1990s, politicians and others successfully **campaigns against** prison amenities, **arguing that** prisons resemble country clubs and as such do not **deter crime.** **They further contended that** citizens did not want tax dollars used to finance inmate privileges. **Despite this political claim,** virtually **no empirical research has been conducted to establish its validity.** **This research project compares the degree of** citizen opposition **to** prison amenities

as a function of perceptions regarding who pays for such amenities. **Three different survey versions were mailed to the general public.** The first informed citizens that inmates pay for their privileges, the second informed respondents that tax dollars are used to finance inmate privileges, and the third **provided no information regarding** funding. **The findings suggest that** who pays for prison amenities influences citizen willingness to support inmate access to prison amenities. (137 words)

[3: 499]

SUMMARY 5

This explanatory study seeks to better understand the link between decision-making skills and perceived postdetention success among incarcerated youth. **The study uses data derived from the surveys administered** in 2001 of 197 incarcerated youth in two Nevada youth detention facilities. **The results reveal that** those youth possessing higher levels of decision-making competence scored higher on a postdetention success scale. This relationship was found while controlling for gender, age, ethnicity, number of arrests, and family conflict. Implications for detention-based education and prevention programming, as well as future research are discussed. (92 words)

[3: 553]

SUMMARY 6

A common observation is that lack of involvement in communities **is linked to a host of social problems, including** delinquency. **In response to this observation,** youth are increasingly encouraged to volunteer for community service projects. **Involvement** in school activities **is also seen as a way to attenuate delinquency. Yet little research has examined** the simultaneous and unique impact of school involvement and community activities on delinquency. Using linked individual-level and school-level data, **the authors investigate the**

impact of school and community activities on delinquency. The results indicate that community activities are related negatively to delinquency, especially in schools that are perceived as unsafe. However, race/ethnicity and percentage of minority students in the school condition the impact of school activities on delinquent behaviour. In high-minority schools, African American students who participate in school activities are involved in more delinquent behaviour, yet those in low-minority schools are less involved in delinquent behaviour. (153 words)

[3: 568]

SUMMARY 7

In recent years, sharp declines in violent crime rates have been recorded across major American cities. **During this time period**, many police departments **have shifted from a traditional reactive form** of policing to a community-oriented approach. **It is unclear whether** these changes have any casual relationship with the control or reduction in violent crime. **To examine this issue**, this study used the Law Enforcement Management and Administrative Statistics survey, the FBI's Uniform Crime Reports, and city-level census data to examine the economic and political determinants of robbery and homicide rates in 164 American cities. **Findings indicate that** community policing had little effect on the control of or the decline in violent crime. Proactive policing strategies related to arrest had an inverse effect on violent crime measures and were related to reductions in violent crime over time. Implications of these findings for criminal justice policy are discussed. (148 words)

[3: 592]

III. SAMPLE SYNOPSIS

Before you study the sample synopsis below, let us remind you that by *Synopsis* we mean “a brief or condensed statement giving a general view of some subject; a compendium of short paragraphs so arranged as to afford a view of the principal parts of a matter under consideration; summary” [6, 1558]. Thus, the terms *summary* and *synopsis* are identical in a way.

- *Study the text and compare the original article with the sample synopsis.*

COMMUNICATION

Communicating – or getting our message across – is the concern of us all in our daily lives whatever language we happen to use. Learning to be better communicators is important to all of us in both our private and public lives. Better communication means better understanding of ourselves and others; less isolation from those around us and more productive, happy lives. We begin at birth by interacting with those around us to keep warm, dry and fed. We learn very soon that the success of a particular communication strategy depends on the willingness of others to understand and on the interpretation they give to our meaning. Whereas a baby's cry will be enough to bring a mother running with a clean nappy and warm milk in one instance, it may produce no response at all in another. We learn then that meaning is never one-sided. Rather, it is negotiated, between the persons involved.

As we grow up our needs grow increasingly complex, and along with them, our communication efforts. Different words, we discover, are appropriate in different settings. The expressions we hear in the playground or through the bedroom door may or may not be suitable at the supper table. We may decide to use them anyway to attract attention. Along with words, we learn to use

intonation, gestures, facial expression, and many other features of communication to convey our meaning to persons around us. Most of our communication strategies develop unconsciously, through imitation of persons we admire and would like to resemble to some extent – and the success we experience in our interactions.

Formal training in the classroom affords us an opportunity to gain systematic practice in an even greater range of communicative activities. Group discussions, moderated by the teacher, give young learners important practice in taking turns, getting the attention of the group, stating one's views and perhaps disagreeing with others in a setting other than the informal family or playground situations with which they are familiar. Classrooms also provide practice in written communications of many kinds. Birthday cards are an early writing task for many children. Reports, essays, poems, business letters, and job application forms are routinely included in many school curricula and provide older learners with practical writing experience. A concern for communication extends beyond school years and into adult life. Assertiveness training, the development of strategies for conquering stage fright, and an awareness of body language – the subtle messages conveyed by posture, hand movement, eyes, smile – are among the many avenues to improved communication as adults. The widespread popularity of guides to improving communication within couples and between parents and children illustrates our ever present concern with learning to communicate more effectively in our most intimate relationship, to understand and be understood by those closest to us.

Training of an even more specialized nature is available to those whose professional responsibilities or aspirations require it. Advice on how to dress and appear 'businesslike', including a recommendation for the deliberate use of technical jargon to establish authority, is available to professional women who want to be taken seriously in what has historically been considered a man's

world. Specialized courses in interviewing techniques are useful for employers and others who interview people frequently in their professional lives. One of the important lessons to be learnt here, as in other communicative contexts, is that what matters is not the intent but the interpretation of the communicative act. Conveyance of meaning in unfamiliar contexts requires practice. In the use of the appropriate register or style of speech. If a woman wants to sound like a business executive, she has to talk the way business executives talk while they are on the job. The same register would of course be inappropriate when talking of personal matters with a spouse or intimate friend. Similarly, executives who must cope with an investigative reporter may be helped to develop an appropriate style. They need to learn how to convey a sense of calm and self-assurance. Effective communication in this particular context may require the use of language to avoid a direct answer or to hide one's intent while appearing to be open and forthright. In both instances an understanding of what is really happening, as opposed to what one should like to see happening is the first step towards improved communication.

Communication, then, is a continuous process of *expression, interpretation* and *negotiation*.

[4: 35-37]

Synopsis

The text entitled *Communication* is about the importance of communicative skills in people's public and private lives. The main idea of the text is that the ability to express yourself, interpret the interlocutors' speech and negotiate with them in the most effective way can't but contribute to better understanding among people in their everyday life.

According to the author, communication process begins soon after birth and develops throughout our life along with the increase in our needs. The development of our communication strategies is carried out both consciously and unconsciously, by verbal and non-verbal means such as gestures, intonation, facial expression. The need for better communication makes people undergo special training and read up on the subject. All that enables people to communicate more effectively with their 'near and dear' on the one hand, and to achieve success in a professional sphere of their life, on the other. If the latter, people, both employers and employees, should develop an appropriate style of behaviour as regards the words they're using, the manner of their speech, the attitude towards the interlocutors so as to convey their meaning and interpret the replies adequately.

The author rounds off the text by giving a definition of communication which conveys the central idea of the text.

(211 words)

IV. TEXTS FOR SYNOPSIS

IX semester

1. What is this thing called *love*?
2. Drinking: easy on the heart, hard on the liver.
3. The odd couple.
4. Women beware: British man about the house.
5. The naked truth about road safety.
6. No Remorse.
7. Mother forgives man who pushed her daughter off the cliff.

Text 1

WHAT IS THIS THING CALLED *LOVE*?

According to a 1991 survey, at any one time about one in ten of us describe ourselves as ‘madly in love’. Love is remarkably common; in the survey only one in five of the 1,000 people interviewed said they were ‘not really in love’, with most of the rest admitting to some land of romantic involvement. So what is this feeling called *love*? To many researchers the classic symptoms of butterflies in the tummy, rapid pulse rate and legs turning to jelly are far from mysterious. Many believe it can all be explained by our biochemistry. Scientists believe the excitement of that fatal attraction is created by adrenaline – the same hormone that is produced when we are under stress. When stimulated, the adrenal glands also produce a hormone called cortisone, whose side-effects include feelings of great happiness.

Eyes give away the fact that you are in love, or at least very much attracted to someone because adrenaline enlarges or ‘dilates’ your pupils. Having large pupils also means that we are more appealing to others. Desmond Morris, a scientist who studies human behaviour, proved this point by showing a picture of a woman to a large number of men. He then told them that she had a twin

sister, but presented the same woman with her pupils dilated. When the men were asked which of the twins they'd like to take out for the evening, most chose the one with larger pupils.

In another study, scientists used two bridges over the Capilano River in British Columbia. One was a very dangerous-looking bridge which was 70 metres above the river, while the other was a solid concrete bridge. An attractive female researcher stopped men coming off each bridge. She managed to give them her phone number while she pretended to get them to fill out a questionnaire. Many more of the men who had crossed the dangerous bridge later phoned the researcher to ask her out than those who had crossed the safe bridge. This made researchers think that love is much like any other emotional state. Because their adrenaline is flowing and their hearts are beating fast, people believe they are in love if they are actually only a bit frightened.

But how do we select our partners from all the thousands of possible people? People are often attracted to others who have a lot in common with them – even if they don't always realise that they have anything in common. We give out unspoken messages about ourselves every day from the way we walk, talk and hold ourselves. It's not just the way we dress, but our posture, facial expressions, movements, tone of voice, accent and so on. If you put a group of people who don't know each other in a room together and ask them to pair up, they will naturally choose partners who are of similar family background, social class and upbringing. We are all looking for something familiar though we may not be aware of exactly what it is.

Facial attractiveness is a big influence on our choice of partners, too. People have long-lasting relationships with others of a similar level of attractiveness. In a recent study, researchers took a selection of wedding photos and cut them up to separate the bride and groom. They then showed them to people who were asked to rate how attractive each person's face was. When the researchers put the photos back into pairs, they found most of the couples had

been rated at similar levels. Aside from our ability to rate others, each of us carries a rough estimate in our heads of how facially attractive we might be. We realise subconsciously that if we approach someone who is much better looking than we are, we run the risk of being rejected.

Whatever the explanation of how and why we fall in love, one thing is clear: Nature has made the whole process as wonderful and as addictive as possible. Perhaps that's why so many of us at least a little bit 'in love' most of the time.

[4: 27-29]

Text 2

DRINKING: EASY ON THE HEART, HARD ON THE LIVER

One definition of an alcoholic is someone who drinks more than his doctor. This cynical comment focuses attention on the differences among doctors in the advice they give on drinking. Recommendations vary from country to country, with health authorities in southern Europe being less restrictive than those further north. Around the world, however, medical experts are now agreed that people who drink moderate amounts of alcohol run a lower risk of dying from heart disease than do total abstainers. The drinks industry and some social campaigners have seized on this message as grounds for easing restrictions on the sale of alcoholic drinks. Countries with a tradition of tight alcohol control are worried by these trends, fearing that a change in attitude could lead to more people drinking excessively.

The effects of alcohol on heart disease have not yet been worked out in detail. The amount that has to be drunk to protect the heart is still uncertain, both in terms of how much and how often. Standard advice is for men to drink not more than 21 units of alcohol a week (one unit is a small glass of wine, a quarter-litre of beer or a small measure of spirits). Women should drink only 14 units a week. And some research from Australia has now shown that the health

benefits will come only if the drinks are spread evenly through the week. Five dry days followed by a weekend of heavy drinking does no good.

The Australian study, published in the *British Medical Journal*, was part of the World Health Organization's research project on heart disease in different countries. It looked at the past drinking of 11,511 men and women admitted to hospital with heart attacks. Their lifestyles and previous health were compared with 6,077 people selected at random from the rest of the population. The results showed that men who had one to four drinks five or six days a week had lower rates of heart disease than total abstainers or men who did all their drinking on one or two days each week. The healthiest women were those who had one to two drinks on most days. The explanation seems to be that alcohol has a protective effect (probably by making the blood less likely to clot), but that this protection wears off within 24 hours. Someone who drinks most keeps the blood consistently sticky than average.

Should we, then, behave like the southern Europeans and have glass or two of wine with the evening meal as a routine? Unfortunately, it's not quite that simple. The thinning effect on the blood increases the risk of a stroke, due to bleeding inside the brain and this risk increases with the amount of alcohol consumed. Another drawback is that at least some people who drink on most days tend, over time, to increase the amount they drink. Research has shown that anything that increases alcohol consumption – such as making alcohol cheaper and easier to obtain (or possibly, telling readers that alcohol is good for their hearts) – will increase the number of people who drink so heavily that they damage their health. The French and the Italians have fewer deaths from heart disease than the British or the Norwegians, but they don't live any longer: they have higher death-rates from diseases of the liver and other alcohol-related disorders and more deaths from road accidents (many of which are linked to alcohol). The Nordic countries provide their own evidence on the effects of variations in drinking. Norway, Sweden, Finland and Iceland have restricted the

availability of alcohol to state liquor stores. By contrast, Denmark has attempted to control consumption by taxation, with the result that the deaths from alcohol-related diseases have more than doubled in the past 25 years and the death-rate from the liver cirrhosis is now as high as it is in France.

Now, another twist has been given to the story by a decision of the European Court (in a preliminary ruling) that the Swedish state alcohol monopoly may be illegal under European competition law. If upheld, this decision may also apply to Finland, Norway and Iceland, as members of the European Economic Area. If the sale of alcoholic drinks becomes unrestricted in these countries they are likely to follow the Danes in having southern European rates of alcohol-related problems.

[4: 84-85]

Text 3

THE ODD COUPLE

The story of Charlotte and John Fedders rocked Washington. It had all the ingredients: success, money, ambition, image-obsession and violence. It has become a modern fable, a cautionary tale that flashes a warning beacon throughout a whole upper echelon of tough young men pushing their way to the top, at the expense of their families.

Charlotte and John were the archetypal successful Washington couple. He was a young lawyer zooming up the status ladder in the fast lane. They were a crisp, clean-living Catholic couple with five young sons, living in a gleaming colonial-style mansion. From the outside they seemed to have it all: the best country clubs, the best Catholic private schools for their children, the best privately catered parties. He was selected for a top job which brought him into the public eye. Then John Fedders' life fell apart. Or, at least, his image of it, which for him was the same thing. His private life had always been a catastrophe, but one well hidden. The last straw for his wife came the day he started to turn his violent rage against his eldest son.

Charlotte Fedders filed for divorce. She hoped for a quiet divorce without dispute. But her husband wanted to battle it out. Perhaps he thought no one would notice an obscure hearing in a small courtroom in Maryland. But the *Wall Street Journal* sent a reporter to write the story, and what a story it was! Fedders had beaten his wife often and savagely. He thumped her repeatedly when she was pregnant. He ran the household with a set of iron rules: no one was permitted to enter the house in shoes; his sons had to do thirty press-ups whenever they came into the room. He was obsessively mean about money. Charlotte got virtually none for herself and the children. And yet she worried frantically about their rising debts. They lived way beyond their means. The day after the *Wall Street Journal* ran the story, John Fedders was forced to resign. The story ran extensively on nationwide television. It rang new alarm bells. It showed that battered wives were not necessary poor or confined to ghettos. Charlotte learned for the first time the FBI statistics: four women are beaten to death every day in America by husbands or lovers. Charlotte got her divorce. John Fedders took a lower paid job and paid \$12,000 a year to Charlotte and the children. The older children all worked and contributed their money to the household. Charlotte earned a little in a flower shop, but they were hard pressed. Then a publisher asked her to write the awful story of her life. But just before the book was to appear John Fedders took her back to the divorce court to try to get his puny payments to the family reduced. On top of that, he wanted 25% of the proceeds of the book on the grounds that he was the star of it. everyone expected him to be laughed out of court. Imagine the shock when the court accepted his plea and did award that 25%.

Charlotte Fedders now seems like a self-confident and articulate woman. She makes speeches on battered wives up and down the country. Her book is a fascinating but dispiriting read. She was a poor, clinging pathetic creature who invested everything in her husband and her children. She thought as a young nurse that she would never find a husband with the sort of earning power that

her family expected. When tall, handsome, athletic, clever Fedders looked on her with favour she thought she didn't deserve to land such a big fish. But he spied in her what he wanted: obedience, adoration, inferiority yet sufficiently cultivated veneer for social acceptability. No danger of equality here.

It is a terrible pattern: this story has caused such a stir in America as it forces attention on the family life of the high achievers. When gilded young husbands work all the hours under the sun, who takes the strain? Who bears the brunt of all that bottled frenetic activity? What do wives and children have to tolerate in order to keep a man on the upward path?

[4: 30-32]

Text 4

WOMEN BEWARE, BRITISH MAN ABOUT THE HOUSE

Europe's legion of working women who long for a caring 'new man' to share their duvet and the household chores would be ill-advised to start searching in the United Kingdom. Researchers dispatched by Brussels to far corners of the European Union have found that few husbands are quite so disciplined to lift a finger round the house as the British. Even the stereotyped chauvinists of France and Italy emerge as better disposed to visit the supermarket or escort children to playschool. Challenged with a list of six common domestic tasks, three out of four fathers in Britain claimed not to be in charge of any of them – a proportion larger than for the European Community as a whole. They left it to women to take the lead in shopping, washing-up, cooking, cleaning, transporting children or helping them to dress. Ex-Communist Eastern Germany, the Netherlands and Greece emerge as the only places where a majority of fathers, interviewed about the years before their children went to school, agreed they were responsible for at least one of the items. In the case of Greek men it emerged that their domesticity was overwhelmingly confined to visiting shops.

Study the table of **Percentage of men who will Not take responsibility for chores**

| Country | They say | Partners say |
|------------------|----------|--------------|
| Belgium | 60.8 | 61 |
| Denmark | 51.1 | 47.5 |
| Former W.Germany | 60.7 | 71.1 |
| Former E.Germany | 42.7 | 62.7 |
| Greece | 47.2 | 49.8 |
| Spain | 76.6 | 79.7 |
| France | 58.4 | 60.7 |
| Ireland | 84.0 | 31.9 |
| Italy | 55.6 | 60.2 |
| L'burg | 58.9 | 64.9 |
| N'lands | 45.7 | 46.2 |
| Portugal | 69.3 | 71.9 |
| UK | 74.2 | 70.6 |
| EU average | 61.6 | 65.4 |

The strangest results were from Ireland, where 84 per cent of men stoutly maintain that they take no responsibility whatsoever for shopping, cleaning, cooking, washing-up, and dressing the children or driving them to school. Yet the Irishmen's view of themselves as devil-may-care, unliberated, macho sort of fellows appears to be sheer fantasy. According to their wives and partners, nearly 70 per cent of their men folk take responsibility for at least one household task, putting them among the most domesticated men in Europe.

The 'Family and Work' survey commissioned by the European Commission's Employment and Social Affairs Directorate, was based on almost 17,000 interviews in the 12 member states.

Looking at the domestic tasks where European men – albeit the minority – are prepared to take a lead, the survey identifies a North- South divide. Men in Portugal and the Mediterranean countries appear more concerned with the ‘public’ duties of shopping, dressing and driving their children; further north it is the ‘private’ chores such as dish-washing, cooking and cleaning which are treated with above-average enthusiasm.

Those British husbands who do anything are at their best when clutching a dishcloth or tea towel at the kitchen sink, although their willingness to act as family chef is greater even than Frenchmen’s. The survey authors, Marianne Kempeneers of Montreal University and Eva Lelievre of the London School of Economics, found that British women were unusual in Europe because of the extensive availability of part-time jobs. Their working lives were marked by interruptions to care for children and they were more prone to feel that promotion had been sacrificed as a consequence.

Former West German, Dutch and Irish women were more likely to mark motherhood with a prolonged or permanent exit from the labour force. But women living in Denmark and Southern Europe found less difficulty reconciling work with their family responsibilities – possibly because childcare was easier to obtain.

[4: 47-49]

Text 5

THE NAKED TRUTH ABOUT ROAD SAFETY

Victims of what a BBC television documentary last year called The Greatest Epidemic of Our Time are mostly male, mostly in the prime of life, number some 6,000 a year in Britain, 50,000 in the USA, and worldwide more than quarter of a million. And it’s not Aids but road accidents. Some 10 million people have been killed on the roads this century. We’re talking about something comparable only with natural disasters, famines, disease and war. As far as the citizens of the United States are concerned, cars have killed far more

people than wars. Since 1913 nearly 3 million of them have been killed on the roads. This is three times as many as the number killed in all wars that the USA has ever thought, including two World Wars, Korea and Vietnam. Recent aircraft disasters have concentrated our minds on our safety. Yet the daily slaughter on the roads is largely ignored.

Our society contemplates road deaths with a remarkable equanimity which is only disturbed when a great many happen spectacularly in the same place at the same time, as when on Monday 13 people died in the motorway crash on the M6. Horrifying though that figure is, it is less than the average of 16 people in Britain (136 in the USA) whose deaths every day have no memorial. Another spectacular accident occurred the previous Monday when 120 vehicles piled up on the M1. This took place in thick fog, whereas the M6 crash was in what were described as near perfect driving conditions. Since nobody was killed in the fog crash, and 13 were killed in the other one, it is reasonable to ask what is meant by perfect weather conditions.

Common sense tells us that driving is more difficult when there is less daylight and more fog, and when there is less friction between the tyres and the surface of the road. Common sense also tells us to drive more carefully in such conditions, and therefore more safely. When people drive more slowly, collisions are less damaging. Even if there are more accidents, they are less serious. This is confirmed by a ten-year study of traffic accidents in Ontario. The number of injuries was lowest in February, highest in August. The difference in fatalities was even more pronounced: just over 80 in February, nearly 200 in August. Statistics in Sweden tell a similar story. John Adams, a lecturer at University College London, speculates that “if all roads were to be paved with a substance having the same coefficient of friction as ice, the number of people killed on the roads would be substantially reduced.”

If this proposal sounds a little over the top, it is far from the only one to be found in Dr Adams’s recently published study of road safety regulations, *Risk*

and Freedom. Here are some more of his thought-provoking statements, solidly documented and backed by abundant statistics. As traffic increases, road accident deaths drop dramatically. Small cars are involved in fewer accidents than big cars. Bermuda, with a speed limit of 20 mph, has a worse road accident record than Britain. The same is true of the United States, which not only has lower speed limits than ours but also better roads. There is no convincing evidence that motorcycle helmet laws or the compulsory wearing of seat belts have saved lives.

It is this last statement that Dr Adams's critics, and they are many, have found most contentious. Some of them misrepresent his views in a way which, if it is not wilful, must come from an inability to read. Adams does not deny, as some of them appear to think, that an individual in a car crash has a better chance of survival with some form of constraint (a car occupant's seat belt) or protection (a motor cyclist's crash helmet). What he queries is whether *compulsory* seat belts, crash helmets and other safety regulations reduce the overall accident and fatality rate.

He finds that though there have been reductions in fatalities in some countries in which seat belt laws have been passed, they have not been as great as the reductions that have occurred in the same period in countries in which seat belt laws have not been passed.

The argument centres on what is called risk-compensation. Prevent people from taking one risk and they'll substitute another.

Adams makes the point by asking motorcyclists to imagine two sets of circumstances. In one the rider wears helmet and visor, leather jacket and trousers, gauntlets and heavy duty boots. In the other he has no helmet and is wearing a T-shirt, shorts and sandals. Anyone who has ridden a motorbike would agree with Adams's respondents, that they would drive much more carefully in the less protected state. The Swedish safety poster showing two motorcyclists who are naked other than for their crash helmets unintentionally

makes the same point. They would drive very carefully indeed, and not because of the crash helmets.

[4: 109-111]

Text 6

NO REMORSE

[9: 30-32]

Text 7

**MOTHER FORGIVES MAN WHO PUSHED HER DAUGHTER OVER
CLIFF AFTER AFFAIR**

[9: 32-34]

V. TEXTS FOR SYNOPSIS

X semester

1. How to beat holiday stress.
2. If Schools Could Pick Their Students ...
3. Beware of a Man whose stomach does not move when he laughs.
4. Computer hacking – high-tech crime.
5. How Much Are You Worth?
6. Apology to Liam Neeson and Natasha Richardson.

Text 1

HOW TO BEAT HOLIDAY STRESS

Sunshine and Sangria may sound like the ideal cure for all your ills. But holidays can also be a source of stress – and that can affect your health. So if you want to really relax while you're away, follow these simple rules.

Stress is now a major health issue of the nineties. One survey put the annual cost to British business at £ 1.3 billion in absenteeism, with around 100 million workdays lost each year. If left unchecked, stress can lead to illnesses which affect physical fitness, such as heart disease, high blood pressure and severe aches and pains, particularly neck and backache.

Yet although work is frequently cited as the main cause, holiday stress can be even more damaging. The traditional summer break, regarded by most people as the highlight of their year, can actually undermine health and put pressure on family relationships.

Instead of tackling the problems before they go away, a lot of people believe a holiday will work magic for them. But holidays are spent in strange places where it may be difficult for tense people to relax. They may feel even more disturbed if they get the idea that others are having a more wonderful time than they are. It becomes a complex vicious circle, with people coming home more stressed than before they went away. Holiday preparations involve a series

of mini stresses, like tying up loose ends at work, remembering to cancel milk and newspapers, boarding the family pet, arranging foreign currency, last minute shopping, working out how much spending money to take and worrying about securing the home against burglars. Crowded airports, delayed flights and packed hotels are also major stress factors for most holiday makers.

Stress experts say we should take two or three short holidays a year instead of a long mid-summer one. Professor Gary Cooper, psychologist at the University of Manchester Institute of Science and Technology, says, “If your one holiday a year turns out to be a disaster you have nothing to look forward to for another year.”

“A big mistake is to take your holidays according to the month, instead of when your body tells you it is time to unwind. July and August can be the two most disastrous months for holidays because there are always crowds, queues and delays. Some people like crowds, but holidays are a time for peace, quiet and personal space”.

“Another strain is not being able to do what you want on holiday, so you end up compromising, and no one has a really good time. If the holiday is self-catering, a wife is going to feel stressed at having to cook, look after the children and do all the other chores she handles at home, while her husband goes off to play golf”.

“Disappointment is very stressful. If you have high hopes of your holiday and it lets you down, you won’t be refreshed, and may feel in need of another holiday. It’s not going to kill you, but it won’t help you to recharge your batteries.”

“Some people become overanxious when they’re going on holiday”, says Professor Ben Fletcher, head of psychology at Hertfordshire University, “and worry about what happens if they are taken ill. So, for them their chosen holiday spot is not a secure place”.

“Many couples and families are simply not used to spending a long time with each other, and some people cannot cope with that. Others may try to establish who is boss on holiday, while a lot of people just find it difficult to relax”.

[4: 98-100]

Text 2

IF SCHOOLS COULD PICK THEIR STUDENTS

[10: 69-71]

Text 3

BEWARE OF A MAN WHOSE STOMACH DOES NOT MOVE WHEN HE LAUGHS

There is an ancient Chinese proverb which says, “Beware of a man whose stomach does not move when he laughs”. We reveal a great deal of what we are thinking and feeling by the movements which we make quite unconsciously. When children are bored they start to fidget; tapping with the foot or drumming the fingers are sure signs of impatience; a man shows his nervousness by constantly adjusting his tie or patting his hair, particularly if he is waiting for an interview, or is about to meet his girlfriend. Sometimes you can work out what people are talking about (or at least what kind of mood they are in) – even if you cannot hear a word they are saying – by the gestures they use. Occasionally it is even possible to identify a person’s nationality: nobody shrugs quite like a Frenchman, or gesticulates like a Japanese. Some say you can tell an Englishman by the fact that he hardly gestures at all!

All these are obvious, stereotyped gestures, widely recognised and understood. The only thing to watch out for is that a gesture which is polite and reasonable in one country might turn out to be very offensive in another. For example, an Englishman gives a ‘thumbs up’ sign to show approval but in some

countries the same gesture is obscene and offensive. But we make, when we are talking, many much more subtle movements, which betray our attitude, or define our relationship to others. Take, for example, the ways people sit: leaning back, relaxed; sitting forward, earnest and interested; legs crossed and folded, hostile or insecure. There are many touching movements which if you can read them, will tell you what someone is thinking, quite independently of what he is saying: stroking his chin, pulling the ear, scratching the head, tapping the nose, and so on. Then there are hand movements which give you away: hand wringing, fist-clenching, steepling with the fingers.

It is also very interesting to consider how much meaning we convey, sometimes quite deliberately, with our eyes. I remember once being on a bus and looking at a stranger. He suddenly looked back at me – i.e. our eyes met. My instinctive reaction was to avert my gaze. It occurred to me that if I had continued to maintain eye contact, I would have been guilty of staring, which would have been rude and aggressive. You can observe the same phenomenon in zoos where apes will refuse to look you in the eye after a short interval. Of course, if a man stares at a woman in a bus and refuses to avert his gaze, his intentions are quite clear: he wishes to let her know that he is admiring her. The normal pattern of eye contact when two people are engaged in conversation is that the speaker only looks at the listener from time to time, in order to assure that the latter is listening and grasping what is being said. The listener, on the other hand, will look more or less continuously at the speaker as a sign that he is paying attention.

If a person looks you in the eye continuously while he is speaking to you, you are likely to be disconcerted. It is as if he were trying to dominate you. A bad liar usually gives himself away by looking too long at the victim, in the mistaken belief that to ‘look a man straight in the eye’ is a sign of honest dealing. It may be that the opposite is true, however. In fact, continuous eye contact is usually confined to lovers, who will gaze into each other’s eyes for an

eternity, conveying meanings that words cannot express, and baffling on-lookers into the bargain.

There is even meaning to be found in how close people stand to each other, and at what angle. We may stand side by side, or face to face, which is more intimate, or at some intermediate angle in between. An interesting experiment is to stand back-to-back with someone and try to have a conversation: it is quite disconcerting not to be able to see or establish contact with the other person, even though we have learnt to have conversations with people we cannot see, as on the telephone.

Careful studies have been made of all these non-verbal forms of communication, and there is no doubt that what we say with words is only a part of the message we convey. It is important, however, to realise that gestures, like words, tend to come in clusters, and are often capable of more than one interpretation. You must look at the whole combination of words, facial expression, gesture and stance. If you learn to read the signs, you can tell whether what a person says is what he really means; or whether, like the man whose stomach does not move when he laughs, he is trying to deceive you.

[4: 34-35]

Text 4

COMPUTER HACKING – HIGH-TECH CRIME

You can rob a bank without leaving the house these days. Who needs stocking masks, guns and getaway cars? If you're a computer whizz-kid, you could grab your first million armed with nothing more dangerous than a personal computer (PC), a telephone and a modem to connect them. All you have to do is to dial into the networks that link the computers in large organisations together, type in a couple of passwords and you can rummage about in the information that's stored there to your heart's content. Fortunately, it isn't always quite as easy as it sounds. But, as more and more information is processed and stored on computer, whether it's details of your bank account or the number of tins of

baked beans in the stockroom at the supermarket, computer crime seems set to grow.

A couple of months ago a newspaper reported that five British banks were being held to ransom by a gang of hackers who had managed to break into their computer. The hackers were demanding money in return for revealing exactly how they did it. In cases like this, banks may consider paying just so they can protect themselves better in the future. No one knows exactly how much money is stolen by keyboard criminals – banks and other companies tend to be very secretive if it happens to them. It doesn't exactly fill customers with confidence if they think their bank account can be accessed by anyone with a PC! Some experts believe that only around a tenth of all computer crimes are actually reported. Insurance company Hogg Robinson estimate that computer frauds cost British companies an incredible £400 million a year.

Most computer crimes are 'inside jobs', where staff with access to the company's computers fiddle with the records. A comparatively small amount are committed by the more glamorous – and headline-grabbing hackers. The true hacker, it seems, doesn't do it for financial gain. The thrill appears to be, not in getting rich, but in beating the system. Two of Britain's most notorious hackers are Nicholas 'Mad Hacker' Whiteley and Edward Singh. The renegade pair have been the scourge of organisations with insecure computers for years, seemingly competing for the title of Britain's best hacker. Whiteley's hacking days came to an abrupt halt in June, when the 21-year-old was sent to prison for four months for damaging computer discs. Edward Singh first came to public attention after claiming that he had hacked into American and British government and military computers. "It has never been my intention to steal anything," said Singh. "I really see myself as a highly skilled software engineer". His mission seems to be to prove just how insecure their systems are. As with everything else, hackers start young in the States. A 12-year-old boy in Detroit was accused of entering a company's credit rating computer and distributing the numbers he found there.

His mother told reporters that he spent up to 14 hours on his computer during the weekend. “He didn’t bother me”, she said. “I figured, computers, that’s the thing of the day”.

Last month, two New York teenagers, one aged 14 and one aged 17, were charged with breaking into a computer system owned by a company that publishes computer magazines. They are alleged to have changed polite recorded greetings to rude messages, added bomb threats and wiped advertisers’ orders. Customers linked into the system only to be told that ‘Daffy Duck is not available!’ The company estimates that the tampering has cost \$2,4 million.

Prevention is probably easier than detection, and many companies now spend lots of time and money devising programmes using passwords and codes. Of course, all this is no use at all if computer users tell each other their password, stick it on the screen so they don’t forget it or use passwords like ‘password’. It all happens. There are plenty of software companies who specialise in writing software that make computers hacker-proof. One company in the States set out to prove that its system can defeat hackers by asking over 2,000 of them to try to hack in. The hackers were given two weeks to discover the secret message stored on two PCs in offices in New York and San Francisco. The message reads: “The persistent hunter who wins his prize sooner or later becomes the hunted”. You’ll be relieved – or perhaps disappointed - to learn that not one hacker managed it.

[4: 108-109]

Text 5

HOW MUCH ARE YOU 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 wages. But the question becomes much more difficult to answer when we compare, say, a miner with an engineer, or an unskilled man working on an oil-

rig in the North Sea with a teacher in a secondary school. What the doctor, the engineer and the teacher have in common is that they have devoted several years of their lives to studying in order to obtain the necessary qualifications for their professions. We feel instinctively that these skills and these years, when they were studying instead of earning money, should be rewarded. At the same time we recognise that the work of the miner and the oil-rig labourer is both hard and dangerous, and that they must be highly paid for the risks they take.

Another factor we must take into consideration is how socially useful a man's work is, regardless of the talents he may bring to it. Most people would agree that looking after the sick or teaching children is more important than, say, selling second-hand cars or improving the taste of toothpaste by adding a red stripe to it. Yet it is almost certain that the used-car salesman earns more than the nurse, and the research chemist earns more than the schoolteacher.

Indeed, this whole question of just rewards can be turned on its head. You can argue that a man who does a job which brings him personal satisfaction is already receiving part of his reward in the form of a so-called 'psychic wage', and that it is the man with the boring, repetitive job who needs more money to make up for the soul-destroying monotony of his work. It is significant that those jobs which are traditionally regarded as 'vocations' – nursing, teaching and the Church, for example, continue to be poorly paid, while others, such as those in the world of sport or entertainment, carry financial rewards out of all proportion to their social worth.

Although the amount of money that people earn is in reality largely determined by market forces, this should not prevent us from seeking 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 paid. The picture is made more complicated by two factors: firstly by the 'social wage', i.e. the welfare benefits which every citizen receives; and, secondly, by the taxation system, which is often used as an

instrument of social justice by taxing high incomes at a very high rate indeed. Allowing for these two things, 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 emigrating (the so-called 'brain drain' is evidence that this can happen). If it is more, the gap between the rich and the poor will be so great that it will lead to social tensions and ultimately to violence.

[4: 72-73]

Text 6

APOLOGY TO LIAM NEESON AND NATASHA RICHARDSON

[9: 35-37]

VI. RENDERING

RENDERING GUIDELINES

We hope you remember that **Rendering** is a trans-reproduction of a Russian text. It is a brief account of the essential information of the original.

Rendering requires a good knowledge of the grammar structure of the target language and a good knowledge of vocabulary of the topics covered in the original text.

Procedure for Work

1. Read the title and try to deduce what the text is going to be about.
2. Skim through the Russian text and define its topic.
3. While scanning through the text try to formulate the main idea.
4. Begin with the introduction – translate the title, give the name of the author(s), source and date of publication.
5. Read the text more carefully in order to break it into logical parts.
6. Define a topic and formulate the main idea of each part.
7. See how the logical parts are connected to one another.
8. Pick out the key words & expressions and find their English equivalents
9. Put down the outline of the text.
10. Think over the logical connection between the points of your outline.
Prepare the linking sentences.
11. Put down the draft of your rendering.
12. Proofread your version. Make sure no ideas have been distorted and nothing essential has been omitted. Exclude unnecessary details. Check your grammar and spelling. Make sure you have not invented any target-language word-sequences unacceptable to a native speaker.
13. Write down a fair copy of your rendering.

TEXT FOR RENDERING

Read the article below and render it from Russian into English after doing the assignments which follow.

НЕ СОВСЕМ УДАЧНОЕ РЕШЕНИЕ

Министр внутренних дел Великобритании Джон Рид подвергся резкой критике представителями судебной ветви власти на этой неделе за его предложение по решению проблемы переполненности тюрем. Он обратился к судьям с просьбой выносить приговор тюремного заключения только наиболее опасным преступникам. Судья Ричард Брэй намеревается не подчиниться указанию г-на Рида. Судья заявил, что политикам неплохо было бы задуматься над тем фактом, что преступники, избежавшие тюремного заключения, повторно совершают преступления потому, что судьи не полномочны выносить суровый приговор. Судья Брэй проводил судебное слушание в Нортэмптонском Суде Короны по делу 20-летнего молодого человека и 17-летнего подростка, которые в пабе во время пьяной драки избили мужчину, повалив его на пол, и в результате чего, тот получил перелом лодыжки. Поскольку данное правонарушение не относится к особо опасным преступлениям, более старший правонарушитель был приговорен к годичному испытательному сроку, а подросток – к выполнению работ на общественное благо. Лорд-канцлер Великобритании – лорд Фалконер – в своем интервью радиопрограмме Today также отметил неизбежность того, что большему количеству преступников удастся избежать тюрьмы из-за отсутствия мест. По его словам, с целью решения проблемы переполненности тюрем, значительное число заключенных будут досрочно освобождены.

/АиФ. 2007. № 6. 31 января – 7 февраля /

SAMPLE RENDERING

Assignments

Before you study the Sample rendering of the article, let's do the job together, step by step, following the Rendering Guidelines.

- (i) Read the title of the original article and try to deduce what the text deals with;
- (ii) Skim through the Russian text and define its topic.
- (iii) While scanning through the text try to formulate the main idea.
- (iv) Begin with the introduction – translate the title, give the name of the author, source and date of the publication.
- (v) Read the text more carefully in order to break it into logical parts.
- (vi) Define a topic and formulate the main idea of each part.
- (vii) See how the logical parts are connected to one another.
- (viii) Pick out the key words & expressions and find their English equivalents.
- (ix) Put down the outline of the text.
- (x) Think over the logical connection between the points of your outline. Prepare the linking sentences.
- (xi) Put down the draft of your rendering.
- (xii) Proofread your version. Make sure no ideas have been distorted and nothing essential has been omitted. Exclude unnecessary details. Check your grammar and spelling. Make sure you have not invented any target-language word-sequences unacceptable to a native speaker.
- (xiii) *Compare your rendering first with that of your partner's and then with the sample one.*

Sample Rendering

UNFAVOURABLE DECISION

The article entitled “Unfavourable Decision” published in *Arguments & Facts* in the winter of 2007, highlights the acute nature of the problem of prison overcrowding in Great Britain and the negative reaction of some of the members of the judiciary to the Home Secretary’s solution to this problem.

According to the article, the then Home Secretary John Reid came in for criticism of the judiciary over the prisons overcrowding crisis. His request for judges to jail only the most dangerous criminals to save space aroused a lot of disapproval on the part of senior judges. Judge Richard Bray, in particular, defied Mr. Reid’s request to help cut the numbers in jail by saying that politicians should be well aware of the fact prisoners are reoffending because judges can no longer pass deterrent sentences. To illustrate the judge’s reasoning the author refers to a case heard at the Northampton Crown Court, the case of a man, 20, and a youth, 17, involved in a pub brawl in which an older man was kicked to the ground and had his ankle broken. As the offense couldn’t be regarded as felony, the 20-year-old was put on a year’s probation, and the youth got a community service order.

The head of the judiciary - the Lord Chancellor Lord Falconer admitted that it is inevitable more criminals will escape jail because of the lack of space. Lord Falconer told Radio 4’s *Today* programme that more prisoners may be considered for early release to ease overcrowding.

The main idea of the article is that the problem of prison overcrowding is so acute in the country that the British government has been forced to think of less severe penalties for petty offenses (such as early release of prisoners, probation and community service order) instead of imprisonment; the latter

caused a flood of protests coming from judges who believed that decision to be an unfavourable one.

Texts for Rendering

IX Semester

Rendering 1.

СУДЬЯ БАРНЗ

11 марта 2005 года в Атланте Роулэнд Барнз был последним судьей Верховного суда штата, занимающим свой кабинет /chambers/ в Fulton County Courthouse, кабинет, который он не хотел покидать и в котором он работал долгие годы в качестве мирового судьи и, по совместительству, судьей Верховного суда. Прежде чем убить судью, Брайэну Николзу пришлось пройти по переходу, соединяющему новое здание суда со старым, и устранить его помощника, который сопровождал его в зал судебного заседания. Не совсем понятно, сыграло ли нахождение судьи в старом здании суда ключевую роль в этих двух убийствах, произошедших в пятницу, но его коллеги-юристы были озабочены этим положением вещей. Так, судья Элизабет Лонг сказала: «Когда я была председательствующим судьей, я пыталась уговорить его переехать в новое здание, но судья Барнз слишком любил старое здание и свою маленькую тусклую комнату на седьмом этаже, где он проводил предварительные слушания дел». Все коллеги единодушны во мнении, что они потеряли судью старой школы, человека, который, как и большинство из них, начинал свою карьеру в качестве юриста в небольших фирмах небольших городов, и своим трудом достигшего высокой должности. Однако в нем было нечто особенное – приговоры, которые он выносил, были очень неординарны. Он всегда придерживался справедливого результата, который далеко не всегда совпадал с тем, что написано в законах. Так, в феврале судья Барнз, вместо тюремного заключения вынес

решение о стерилизации Клариссы Эши в качестве наказания за убийство своей дочери Дестини, которой было 5 недель от роду. Часть общества, жаждущая мщения за совершенное ею преступление, была крайне возмущена вынесенным приговором, считая его слишком мягким. В том же месяце, на судебном слушании по делу Дени Хитли – игрока хоккейной команды Atlanta Thrashers, помимо приговора к 3-годичной системе «испытания» за наезд, приведший к смерти жертвы ДТП, судья Барнз также обязал м-ра Хитли, который управлял «Феррари», перемещаться на машине с шестью цилиндрами и установить устройство, которое не позволило бы ему передвигаться со скоростью свыше 70 миль в час. Судью Барнз вспоминают как старомодного, неформального и совершенно оригинального человека.

(АиФ, 2005)

Assignments

- (i) *Skim through the article and define its topic;***
- (ii) *Scan through the text so as to find the answers to the questions:***
 - What happened at the Fulton County Courthouse in March 2005?
 - Why should the judge have been killed, do you think?
 - How did his fellow jurists characterise the late judge?
 - What made Judge Barnes utterly original?
- (iii) *Break the text into logical parts and make an outline.***
- (iv) *Find the proper links between the parts.***
- (v) *Find the facts in the text to support the statements:***
 - Judge Barnes differed greatly from the other judges.
 - The general public did not always approve of Judge Barnes's sentences believing them to be too lenient.
- (vi) *Read the text more thoroughly and formulate the main idea of the article.***

- (vii) *In order to render the article from Russian into English, work on the vocabulary now. Find the closest equivalents to the Russian words and phrases:* Верховный суд штата, мировой судья, сопровождать (судью) в зал судебного заседания, председательствующий судья, проводить предварительные слушания дел, единодушны во мнении, судья старой школы, своим трудом достигшего высокой должности, выносить приговоры, придерживаться справедливого результата, слишком мягкий приговор, на судебном слушании по делу ..., наезд, приведший к смерти жертвы ДТП, 3-х-годичная система «испытания».
- (viii) *Render the article making use of the meta-language to break the news about sth., to suppose that ...; to believe smb to be ..., to differ from smb., to disapprove of sth., according to smb., to give examples of*
- (ix) *Make another presentation based on the article ДНК ПОЗВОЛИЛ ОБНАРУЖИТЬ УБИЙЦУ ВОДИТЕЛЯ Do the job in writing for the teacher to assess and mark.*

Rendering 2.

ДНК ПОЗВОЛИЛ ОБНАРУЖИТЬ УБИЙЦУ ВОДИТЕЛЯ

Способ идентификации человека по ДНК позволил найти подростка, бросившего кирпич с моста, что привело к смерти водителя грузовика. Случай Крега Гармана – первый в мире случай с использованием этого метода с целью свершения правосудия. Гарман, 20-летний молодой человек, на судебном слушании в Центральном уголовном суде был приговорен к 6-летнему тюремному заключению после того, как преступник признал себя виновным в совершении непреднамеренного убийства 53-летнего водителя Майкла Литтл. Однако он признал свою

вину только тогда, когда ему было предоставлено научное доказательство спустя полгода после смерти м-ра Литтла. В марте 2004г., незадолго до совершения преступления, Гарман с друзьями, изрядно подвыпившими, в Кемберли попытались угнать автомобиль. Во время попытки попасть внутрь Гарман порезал себе руку. После этой неудавшейся попытки они с другом подобрали пару кирпичей и, передвигаясь по мосту, бросали их. Как он заявил на слушании, он всего лишь хотел пораздражать водителей и помешать транспортному движению. Кирпич с его кровью был найден в кабине грузовика м-ра Литтла, но она не совпадала с имевшимися в полиции образцами ДНК, т.к. у Гармана ранее не было судимостей. Тогда полиция графства Саррей прибегла к рассмотрению «ДНК-отпечатков» его родственников. В имевшейся у них базе ДНК они обнаружили образец крови близкого родственника Гармана, который соответствовал крови на кирпиче по 16 параметрам из 20. Таким образом они и вышли на Гармана. Один из министров Министерства внутренних дел Великобритании сказал после слушания этого дела: «Мы – мировые лидеры в использовании метода ДНК в качестве средства борьбы с преступностью. Сегодня в британской базе ДНК – 2,35 миллионов образцов крови подозреваемых лиц».

(АиФ, 2005)

Rendering 3

СУДЬЯ ВЫСТУПАЕТ ПРОТИВ ПРАВИТЕЛЬСТВЕННОЙ ПОЛИТИКИ, ВЕДУЩЕЙ К ПОДРЫВУ УСТОЕВ БРАКА

«Правительство способствовало подрыву устоев брака и ничего не сделало для того, чтобы поддержать женатые пары», - заявила бывший

Президент отделения по делам семьи Высокого суда правосудия Дама Элизабет Батлер-Слосс. В своей ежегодной лекции по реформе права она также призвала суды к новому подходу при рассмотрении дел о случаях насилия в семье и предупредила расстающихся родителей о том, что они недооценивают отрицательного воздействия развода на их детей. В тот же день, когда пары одного пола впервые заявили о своем намерении придать официальный статус их гражданскому партнерству, она сказала, что очень «сомневается в том, что исключение гетеросексуальных пар из нового правового отношения может способствовать достижению предполагаемой цели поощрять людей вступать в официальный брак».

Уйдя в отставку весной этого года после 35-летнего опыта работы в качестве судьи, специализировавшейся на семейных делах, Дама Элизабет сейчас решила открыто высказаться. Будучи замужем на протяжении 47 лет, она выступает в поддержку института семьи и считает, что сожительствующие пары остаются вместе в среднем три года. Она заметила, что ранее правительство провозгласило оказание поддержки семье как социальному институту. Однако грустно осознавать тот факт, что правительство, которое опубликовало великолепные предложения по оказанию поддержки родителям и их детям после распада семьи, так практически ничего и не сделало в этом направлении. Сейчас правительство даже отменило предоставление налоговых льгот для женатых пар. Таким образом, отсутствует финансовый стимул вступить в брак или оставаться в браке, в то время как Закон о гражданском браке /Civil Partnership Act/ предлагает финансовый стимул для сожительства. Этот закон вступил в силу 5 декабря 2005 года.

«Существует широко распространенный миф о том, гражданский брак – очень прочная форма отношений. Новый законодательный акт был необходим для того, чтобы предоставить права бывшим сожителям после

того, как они расстанутся; брак же должен найти поддержку другими, более эффективными способами», - считает Дама Элизабет Батлер-Слосс.

(РГ, 2006, февраль)

Rendering 4

КАМПАНИЯ ПРОТИВ АБОРТА

Обычно спокойный штат Южная Дакота принял нарочито неконституционный законопроект, запрещающий все виды аборта кроме случаев, когда беременность угрожает здоровью матери. Согласно этому закону, врач, осужденный за его нарушение, может быть приговорен к пяти годам тюремного заключения. Вслед за этим штатом, Палата представителей в штате Миссури приняла закон о прекращении беременности, наступившей вследствие кровосмешения или изнасилования. В ряде других штатов думают о том, чтобы ввести абсолютный запрет аборта. Все эти новые законопроекты объединяет то, что они противоречат федеральному закону, сформулированному в 1973 году в Верховном суде США на основе прецедента *Roe v Wade*, который гарантирует право женщины на аборт. В самом Верховном суде США среди судей есть как сторонники, так и противники аборта. Однако за сохранение данного прецедента выступают 5 судей из 9. Внутри страны выделились два лагеря – те, кто против аборта и те, кто выступает за право выбора. Даже губернатор штата Ю.Дакота, который подписал новый закон, несколько сдержанно высказался по поводу несвоевременности его принятия. Даже сторонники права женщин на аборт разделились на релятивистов и абсолютистов. Последние считают, что право женщины выбирать непоколебимо. Позиция первых, большинство которых – демократы, неоднозначна, так как, поддерживая аборт, они делают акцент на том стрессе, которому подвергает себя любая женщина, решившаяся на аборт. К сожалению, тот факт, что прецедент *Roe v Wade* гарантирует

женщинам право на аборт на протяжении последних 34-х лет, не предполагает доступность аборта. В сельскохозяйственных районах страны доминирующий аболиционистский настрой привел к тому, что очень трудно обеспечить работу клиник по производству аборта, и врачам нередко очень опасно этим заниматься. Так, в штате Ю.Дакота всего одна такая клиника. В штате Вайоминг 19 из 20 женщин, нуждающихся в аборте, вынуждены покидать пределы своего штата, чтобы сделать аборт. Фактически 87% округов в США не предоставляют услуг по производству аборта. Так что если бы прецедент *Roe v Wade* был признан неконституционным завтра, это ничего бы не изменило для женщин, проживающих в сельской местности, которые не могут себе позволить купить авиа или железнодорожный билет в другой штат, так что они точно не ощутили бы никакой разницы.

(РГ, 2007, апрель)

***Rendering 5**

АРЕСТ ПО-ФРАНЦУЗСКИ

В Россию привезут электронные браслеты для преступников (Проект)

Суть нового проекта – не только проверить новые технологии, но и подготовить почву для внедрения наказаний домашнего типа. Идти в ногу со временем – дорогое удовольствие. В данном случае цена вопроса – 3 миллиона евро. Грант на тестирование электронных браслетов выделила Еврокомиссия.

Грубо говоря, на «железо», согласно проекту, уйдет 500 тысяч евро. На эти деньги закупят два вида систем, которые предстоит тестировать в России. Первая не пускает за порог собственного дома. Электронный маячок будет связан с базовой станцией, установленной под кроватью человека. Она не пустит поднадзорного дальше определенного радиуса.

Пнуть или передвинуть станцию нельзя, она тут же обиженно запищит, и у гражданина появятся большие проблемы с инспекторами.

Вторая технология более серьезная: браслеты подключат к сети сотовых операторов. Человеку определят маршрут и даже режим дня. Все его перемещения по городу будут отслеживаться оператором. Кстати, во Франции под спутниковым наблюдением сегодня ходят только восемь особо опасных граждан, все остальные носят простые домашние кандалы. А в Россию только в порядке эксперимента привезут 70 маячков дальнего действия. Но браслеты – только часть проекта. Два с половиной миллиона евро пойдут на консультационные услуги, обучение персонала, разработку предложений и нормативов, касающихся и работы с электронными приборами, и внедрения новых наказаний. Поставлять браслеты в Россию будет известная французская фирма. А вести интеллектуальную часть проекта по поручению Евросоюза – известный европейский консорциум, также выигравший тендер.

(РГ, 2007, сентябрь)

Texts for Rendering

X semester

Rendering 1

КУРС НА БОЛОНЬ

Принят закон о переходе на двухуровневую систему высшего образования

Отныне, согласно Федеральному закону «О внесении изменений в отдельные законодательные акты Российской Федерации (в части установления уровней высшего профессионального образования)», в вузах будут учить на бакалавра, магистра или специалиста.

Перечень тех направлений подготовки, после которых присваивается квалификация «специалист», утверждается правительством страны. С

принятием закона Россия, можно сказать, сделала один из самых важных шагов в присоединении к Болонскому процессу. Его основные задачи – создание в Европе единой системы образовательных ресурсов. Любой молодой человек, согласно Болонской декларации, сможет получить образование во всех европейских вузах, где за прослушанный курс лекций ему выставят баллы после 3-4 лет обучения; набрав необходимое их количество, он получит право претендовать на ученую степень бакалавра, а по сути станет квалифицированным рядовым сотрудником с претензией лишь на исполнительские должности. Есть желание совершенствоваться – милости просим в магистратуру или в «специалитет». После обучения на этих уровнях образования на рынок труда выйдет человек, готовый к научно-исследовательской деятельности и самостоятельной аналитической работе. Срок обучения в магистратуре для граждан, окончивших бакалавриат, - 2 года, а по программам подготовки специалистов – не менее 5 лет.

Для всех студентов будет сохранен порядок предоставления отсрочки от призыва на военную службу на срок обучения. Предполагается, что с 1 сентября 2009 года все российские госвузы перейдут на новую систему образования.

Как стать бакалавром?

1. Окончить выпускной 11-й класс в обычной школе или получить аттестат лицея, колледжа или школы-двенадцатилетки.
2. Сдать вступительные экзамены в вуз, а с 2009 года – Единый госэкзамен.
3. Отучиться в университете 4 года – для выпускников обычных школ и 3 года – для выпускников лицеев, колледжей или двенадцатилеток.
4. Успешно сдать госэкзамены в вузе.

Как стать магистром?

1. Стать бакалавром.

2. Выбрать узкий профиль в полученной профессии.
3. Сдать экзамены и пройти конкурс, как при обычном приеме в вуз.
4. Отучиться 2 года.

Мария Агранович (РГ, 2007, ноябрь)

Assignments

- (i) *Skim through the article and define its topic;*
- (ii) *Scan through the text so as to find the answers to the questions:*
 - What does the new 2007 Education Act read?
 - How important is it for the system of higher education in Russia?
 - What is the essence of the Bologna Process (in a nutshell)?
- (iii) *Break the text into logical parts and make an outline.*
- (iv) *Find the proper links between the parts.*
- (v) *Find the facts in the text to support the statements:*
 - The Bologna Process is moving higher education in Europe towards a more transparent and mutually recognized system with diversified national systems within a common frame.
 - Besides the Bachelor and Master's degrees, it's still important to keep *Specialist* degree.
- (vi) *Read the text more thoroughly and formulate the main idea of the article.*
- (vii) *In order to render the article from Russian into English, work on the vocabulary now. Find the closest equivalents to the Russian words and phrases:* закон о переходе на двухуровневую систему высшего образования, высшее профессиональное образование, в вузах будут учить на бакалавра, магистра или специалиста, присоединение к Болонскому процессу, единая система образовательных ресурсов, набрать необходимое количество баллов, получить право претендовать на ученую степень бакалавра, научно-исследовательская

деятельность, отсрочка от призыва на военную службу на срок обучения, Единый госэкзамен, успешно сдать госэкзамены в вузе, пройти конкурс.

(viii) *Render the article making use of the meta-language to inform the reader about sth., to be eligible for ...; to enable smb to do sth, to describe the essence of sth. in a nutshell, to give the reader step-by-step instructions how to become a Bachelor or Master.*

(ix) *Make another presentation based on the article* **РАЗВОД И ДЕВИЧЬЯ ФАМИЛИЯ**

Rendering 2

РАЗВОД И ДЕВИЧЬЯ ФАМИЛИЯ

Некоторые бракоразводные законы и обычаи, известные еще с древнейших времен, благополучно дожили до наших дней.

В одном английском городе существовал один забавный обычай: всем, кто приходил в церковь и клялся на Библии, что в течение года ни разу не пожалел о своем вступлении в брак, бесплатно выдавался в награду большой окорок. Летопись сообщает, что за 530 лет обнаружилось всего 8 претендентов на почетный приз.

Женщины в Древнем Риме выходили замуж лишь раз в жизни, а вот мужчины вступали в брак несколько раз. Как же разрешалось это противоречие? Да очень просто: надоевшую жену муж просто убивал.

До XVIII века в Уэльсе для процедуры развода использовалась простая метла. Надо было выпрыгнуть из дома через метлу, поставленную в дверях, - и вы свободны!

У африканского племени нарагу есть обычай, согласно которому, люди, вступившие в брак, должны целый год, не снимая, носить маски. Если маски не снимутся по прошествии года, брак расторгается.

На острове Ява издано постановление, согласно которому каждый решивший развестись должен сначала посадить пять деревьев.

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

В Черногории существовал обычай: мужчина и женщина в присутствии свидетелей брались за разные концы пояса и рассекали его пополам. После этого они считались разведенными.

А самая простая процедура развода существует у жителей островов Бижаг Ош, у западного побережья Африки. Инициатором выступает только женщина, и для развода ей нужно сделать только одно действие: выкинуть вещи мужа из дома.

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

(Студия НН, 2008, декабрь)

Rendering 3

РОССИЯ НЕ ЖЕЛАЕТ ВЫДАТЬ СКОТЛАНД ЯРДУ ЛИЦО, ПОДОЗРЕВАЕМОЕ В УБИЙСТВЕ ЛИТВИНЕНКО

Россия заявила вчера, что не желает передать Великобритании лицо, подозреваемое Скотланд-Ярдом в отравлении бывшего офицера КГБ Александра Литвиненко. Российские обвинители подтвердили, что Россия не намерена удовлетворить британский запрос об экстрадиции Андрея Лугового для предания его суду в Соединенном Королевстве. Если из Лондона поступит запрос об экстрадиции Лугового, то возможный ответ российской стороны – Конституция России запрещает экстрадицию своих граждан. Кроме того, он может быть предан суду и в России за преступление, совершенное за границей. Вчера г-н Луговой опроверг

обвинение в его адрес и в очередной раз заявил, что он не имеет никакого отношения к убийству Литвиненко. Данное дело ухудшает отношения Великобритании с Россией. Представители российского правительства убеждены в том, что в обмен на запрос об экстрадиции Лугового, Кремль вправе потребовать выдачу им Бориса Березовского – российского олигарха, которому было предоставлено политическое убежище в Великобритании, и также чеченского лидера Ахмеда Закаева. Г-н Луговой, 41-летний бывший телохранитель в службе КГБ, был одним из нескольких лиц, допрашиваемых детективами Скотланд-Ярда в прошлом месяце. Г-н Луговой встретился с г-м Литвиненко 1 ноября 2006 года в Лондоне в отеле «Миллениум». Последний вскоре после этого заболел и умер 23 ноября. В том промежутке времени г-н Луговой якобы оставил против себя улики в ряде офисов и отелей Лондона в виде радиоактивного полония 210, и даже на борту самолета, в котором он летел. По возвращении в Москву г-н Луговой появился на телевидении с целью опротестовать обвинения в его адрес. «Кто-то пытается меня подставить. Но я никак не могу понять кто или почему».

(РГ, 2007, январь)

Rendering 4

БРИТАНИЯ СКАЗАЛА «НЕТ» ТЕРРОРУ

7 июля 2005 года британскую столицу потряс шок: практически одновременно в 8.50 утра взрывы прогремели в трех поездах метро на станциях «Олдгейт», «Эджвэр-роуд» и «Рассел-сквер». Часом позже разнесло взрывом автобус на площади Тэвисток-сквер. Терракт унес жизни 56 человек и покалечил свыше 77 пассажиров. А через 2 недели, 21 июля, город чудом избежал повторения трагедии. Около часа на станциях метро «Уоррен-стрит», «Овал» и «Шпардс-буш» и в автобусе на Хакни-роуд

были предприняты попытки привести в действие взрывные устройства. По счастливой случайности сработали только детонаторы бомб, а сами они не разорвались. В Лондоне заговорили о двух версиях: очередная волна терактов, организованных людьми, близкими к «Аль-Каиде», и действия хулиганов. Работа по поиску организаторов и сообщников теракта стала, по признанию главы Скотланд-Ярда сэра Иана Блэра, самой масштабной операцией правоохранительных органов Британии со времен Второй мировой войны.

Осенью 2005 года в Парламенте был утвержден проект нового антитеррористического закона, согласно которому, уголовно наказуемыми являются «косвенные подстрекательства к терроризму». Также увеличивается с 14 дней до 3 месяцев срок предварительного заключения лиц, подозреваемых в причастности к террористической деятельности.

(МОБИ. 2005. № 17)

***Rendering 5**

ВНЕДРЕНИЕ БРИТАНСКОГО ОПЫТА В РОССИИ

Среди многочисленных программ Британского совета для молодых российских профессионалов, программа Chancellor's Financial Sector Scheme занимает особое место благодаря оптимальному сочетанию учебного курса со стажировкой в британских компаниях. Андрей Георгиев, глава юридической фирмы «Георгиев и партнеры», был одним из участников этой программы.

МОБИ: Расскажите о своей фирме. Что из британского опыта Вы используете в работе?

АГ: После трех лет работы в Linklaters & Pains я решил основать свою юридическую фирму. Значительным направлением нашей юридической деятельности являются различные аспекты недвижимости. Формирование

широкой аналитической базы и учет/расчет времени наших сотрудников – эти составляющие ведутся в моей фирме по британскому образцу.

МОБИ: Чем отличается работа британской юридической компании от российской?

АГ: Британские юридические компании всегда отличались тщательной, детальной проработкой вопроса. Клиент всегда получает обстоятельный письменный ответ, исключающий возможные недопонимания. Другим положительным моментом в работе иностранных юридических компаний я считаю манеру общения с клиентом. Максимально расспросив своего клиента и тщательно исследовав вопрос, юристам лишь остается юридически оформить то, к чему стремится клиент. Можно предлагать варианты, но нельзя принимать решение за клиента.

(МОБИ. 2005. № 14.)

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**РЕФЕРИРОВАНИЕ
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