

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ИМЕНИ М.В. ЛОМОНОСОВА  
ИНСТИТУТ СТРАН АЗИИ И АФРИКИ

ПОСОБИЕ ДЛЯ ПОДГОТОВКИ  
К ВСТУПИТЕЛЬНОМУ ЭКЗАМЕНУ  
ПО ИНОСТРАННОМУ ЯЗЫКУ В АСПИРАНТУРУ  
ИСАА МГУ ИМЕНИ ЛОМОНОСОВА  
АНГЛИЙСКИЙ, ФРАНЦУЗСКИЙ, НЕМЕЦКИЙ ЯЗЫКИ



УДК 811.1  
ББК 81.40  
П62

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**Пособие для подготовки к вступительному экзамену по иностранному языку в аспирантуру ИСАА МГУ имени Ломоносова. Английский, французский, немецкий языки:** Учебно-методическое пособие, [электронное издание сетевого распространения]/ Отв. редакторы М.В. Воронцова, М.В. Зиза, Т.Л. Кононова. – М.: «КДУ», «Добросвет», 2023. – 229 с. – URL: <https://bookonlime.ru/node/52910> – doi: 10.31453/kdu.ru.978-5-7913-1279-2-2023-229.

ISBN 978-5-7913-1279-2

Пособие для подготовки к вступительному экзамену в аспирантуру по английскому, французскому и немецкому языкам предназначено для подготовки к вступительному экзамену в аспирантуру ИСАА МГУ имени Ломоносова по специальностям «Всеобщая история», «Мировая экономика», «Международные отношения, глобальные и региональные исследования», «Литературы народов мира», «Языки народов зарубежных стран». Тексты и задания пособия полностью соответствуют требованиям вступительного экзамена по иностранному языку в аспирантуру ИСАА МГУ. Уровень владения иностранным языком для успешной сдачи экзамена примерно B1+ - B2. Содержание текстов, предлагаемых поступающим, ориентировано на информацию о странах Азии и Африки, что является спецификой образования в ИСАА МГУ. Пособие не заменяет общий курс английского языка уровня B1+ - B2, но является его дополнением. Цель пособия – сориентировать поступающих на определенный уровень владения иностранным языком, показать формат экзамена. Система упражнений позволяет сформировать те навыки и умения, которые являются определяющими для успешной сдачи экзамена. Пособие содержит тексты и упражнения на английском, французском и немецком языках и может использоваться для самостоятельной подготовки к экзамену.

УДК 811.1  
ББК 81.40

Электронное издание сетевого распространения.  
Макет подготовлен авторским коллективом. Опубликовано 13.02.2023.  
Издательство «КДУ»: 8(495) 638-57-34. www.kdu.ru

ISBN 978-5-7913-1279-2

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# **МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПОДГОТОВКИ К ВСТУПИТЕЛЬНОМУ ЭКЗАМЕНУ В АСПИРАНТУРУ ИСАА МГУ ИМЕНИ ЛОМОНОСОВА**

Вступительный экзамен по иностранному языку для поступающих в аспирантуру ИСАА МГУ имени Ломоносова включает 3 вопроса:

1. Реферирование научно-популярного текста на иностранном языке и ответы на вопросы преподавателей. Объем текста – 2500 п. зн. Время на подготовку 20 минут.
2. Поиск информации в научном тексте на иностранном языке и ее представление в виде краткого ответа на вопрос преподавателя. Интерпретация значимости этой информации для понимания содержания целого текста. Объем 1500 п. зн. Время на подготовку 5 минут.
3. Рассказ о своих научных интересах или представление презентации, связанной с научными интересами сдающего экзамен. Ответы на вопросы преподавателей по теме научных интересов.

В ходе экзамена оценивается ответ на каждый вопрос отдельно. В случае неудовлетворительной оценки ответа на один из вопросов итоговая оценка не может быть удовлетворительной.

На экзамене по иностранному языку поступающий должен продемонстрировать следующие знания и умения:

1. Знание базовой грамматики на уровне не ниже В2 по иностранному языку (английский, немецкий, французский), по которому поступающий сдает вступительный экзамен, умение применять основные грамматические структуры на практике в устной речи (уровень не ниже В1).

- 2.** Знание основного словаря иностранного языка (английский, немецкий, французский) на уровне не ниже В2, умение применять соответствующие лексические единицы в речи.
- 3.** Знание профессиональной терминологии в соответствии со своей основной специальностью (история, языкознание, литературоведение, экономика, политология), а также терминологии, используемой в научных исследованиях стран Азии и Африки.
- 4.** Умение отрефериовать небольшой текст по специальности на иностранном языке (английский, немецкий, французский).

### **ЧТО ОЦЕНИВАЕТСЯ НА ЭКЗАМЕНЕ**

1. Понимание содержания прочитанного текста, понимание вопросов преподавателей.
2. Умение понятно формулировать свои мысли при достаточной грамматической и лексической правильности устной речи.
3. Умение использовать речевые клише научной речи и термины на иностранном языке в соответствии с научной специальностью поступающего.

### **ШКАЛА ОЦЕНИВАНИЯ**

#### **1. Просмотровое чтение, передача содержания на иностранном языке и ответы на вопросы преподавателей**

**Отлично:** Поступающий правильно понимает прочитанный текст и вопросы преподавателей, демонстрирует умение бегло и логически грамотно передавать содержание прочитанного, а также демонстрирует способность к обобщению и выделению главной мысли, активно комментирует текст и выражает свою собственную точку зрения по

поводу прочитанного. Грамматика и лексика отличаются богатством и разнообразием. Отдельные незначительные ошибки возможны, однако они не должны нарушать общую логику изложения.

**Хорошо:** Поступающий в целом логически грамотно передаёт содержание прочитанного, но испытывает трудности с обобщением текста и выражением собственной точки зрения. Беглость речи несколько снижена; соискатель допускает некоторые грамматические и лексические ошибки.

**Удовлетворительно:** Поступающий понимает текст с искажениями содержания, передаёт содержание прочитанного, при этом лексический запас ограничен, допускает много грамматических ошибок. Логика изложения нарушена.

**Неудовлетворительно:** Поступающий не понял основное содержание текста, содержание прочитанного передано неадекватно, запас слов крайне ограничен, испытывает сложности при выражении собственного мнения. Допущено большое количество грамматических и иных ошибок.

## **2. Поиск информации в тексте на иностранном языке (информационное чтение)**

**Отлично:** Поступающий верно и быстро нашел точечную информацию в научном тексте, правильно понял вопрос экзаменаторов, точно ответил на вопрос экзаменаторов.

**Хорошо:** Поступающий правильно понял вопрос экзаменаторов, нашел нужную информацию в тексте, при передаче содержания ответа на вопрос допустил некоторые грамматические и лексические ошибки (не более 3-4).

**Удовлетворительно:** Поступающий понял вопрос экзаменаторов, но неправильно определил содержание ответа, скорректировав свой ответ после дополнительных вопросов экзаменаторов. При ответе на вопрос поступающий допустил некоторые грамматические и лексические ошибки (5-6).

**Неудовлетворительно:** Поступающий неправильно понял вопрос экзаменаторов, не нашел точечную информацию в тексте, не сумел скорректировать свой ответ после дополнительных вопросов экзаменаторов.

### **3. Беседа по специальности:**

**Отлично:** Поступающий владеет нормативным произношением и естественным темпом речи, уверенно представляя информацию по своей научной специальности и теме научного исследования, демонстрирует уверенное владение общенациональной лексикой и профессиональной терминологией, используя разнообразные грамматические конструкции; уверенно отвечает на вопросы, свободно и грамматически правильно поддерживает разговор.

**Хорошо:** Поступающий использует разнообразные грамматические структуры, демонстрирует хорошее владение общенациональной и профессиональной лексикой и умение вести беседу, но при этом допускает грамматические, лексические и/или фонетические ошибки (не более 3-5).

**Удовлетворительно:** В процессе беседы поступающий демонстрирует ограниченный запас слов, использует относительно простые лексико-грамматические средства, а также допускает 6 и более грамматических, лексических и/или фонетических ошибок, не в состоянии свободно поддерживать беседу и уверенно отвечать на

предложенные экзаменаторами вопросы, испытывает трудности при высказывании собственного мнения.

**Неудовлетворительно:** Поступающий не в состоянии поддерживать беседу на заданную тему, его ответы носят явно неадекватный характер, испытывает значительные трудности в понимании вопросов экзаменаторов, допуская при этом большое число грамматических, лексических и/или фонетических ошибок. Процесс коммуникации при этом нарушен.

Уровень знаний поступающих в аспирантуру МГУ оценивается по каждому из вопросов билета отдельно, затем экзаменаторы выводят общую оценку. При отсутствии поступающего на вступительном экзамене в качестве оценки проставляется неявка. Вступительное испытание считается пройденным, если абитуриент получил удовлетворительную оценку и выше.

Для успешной сдачи экзамена необходимо иметь уровень владения иностранным языками не ниже уровня В1, а лучше В2 и выше. При подготовке к экзамену рекомендуется прочитать тексты, включенные в данное пособие, и выполнить упражнения. При выполнении упражнений рекомендуется использовать словарь или грамматические справочники только в случае, если встречается незнакомый грамматический или лексический материал.

При выполнении первого задания рекомендуется следующая последовательность шагов:

- прочитайте заголовок и подзаголовок текста, предположите тематику текста;
- прочитайте весь текст, стараясь понять основное содержание текста с опорой на знакомые слова;
- составьте план изложения содержания текста;

- выпишите отдельные трудные слова, даты, имена собственные на черновик;
- мысленно проговорите свой ответ.

При выполнении этого задания Вы можете использовать речевые клише типа: «В этом тексте говорится...», «Основная мысль этого текста следующая...». Но это необязательно. В конце ответа оцените значимость той информации, которую Вы получили из текста, интересна ли она была Вам, возможно, Вы работаете над сходной тематикой и т.п.

При выполнении второго задания необходимо четко понять вопрос, который Вам задают преподаватели. Если Вы не поняли вопрос с первого раза, попросите повторить вопрос. Не пытайтесь действовать наугад. При ответе Вы можете опираться на текст и повторить частично грамматические структуры и лексику текста. При ответе на вопросы преподавателей необходимо точно ответить на вопрос, используя информацию текста. Не следует отвечать, исходя из Ваших соображений или используя свои знания.

Третье задание Вы готовите заранее при подготовке к экзамену. Вы можете подготовить небольшой рассказ, используя необходимые речевые клише. Но их использование необязательно. Вы можете говорить, свободно излагая содержание своей научной работы. При подготовке в таком формате Вам необходимо заранее составить план и запомнить его. На экзамене Вы можете по памяти написать его на черновике и использовать эту запись при ответе. Пользоваться какими-либо записями, сделанными до экзамена, не разрешается. Презентация не является обязательной, но приветствуется. При подготовке презентации внимательно проверьте то, что Вы напишите в слайдах. Ошибки в письменной форме тоже будут учитываться. Но презентация

избавит Вас от необходимости запоминать план рассказа, так как слайды сами напомнят Вам, о чем следует рассказать. После Вашего рассказа или презентации преподаватели зададут Вам вопросы. Не отвечайте односложно, старайтесь заинтересовать слушателей своим ответом. Ваша вовлеченность в научную проблему будет позитивно оценена экзаменаторами. При подготовке ответа на третий вопрос экзамена рекомендуется несколько раз проговорить свой ответ вслух, при этом не нужно писать письменный текст и пытаться воспроизвести его по памяти. Обычно ошибок в таком ответе бывает больше.

Во время экзамена экзаменаторы фиксируют Ваши ошибки письменно, не давая Вам правильный вариант. Если Вы сами заметили и поправили свою ошибку, она не засчитывается как ошибка. В процессе экзамена оценивается и общее впечатление от уровня владения Вами иностранным языком, включая произношение, грамматическую и лексическую компетентность.

Выполнив упражнения данного пособия, прочитав образцы текстов и следуя методическим указаниям авторов пособия, Вы успешно подготовитесь к вступительному экзамену.

## АНГЛИЙСКИЙ ЯЗЫК. ИСТОРИЯ

### Kamakura Period



The Close-up of the Great Buddha of Kamakura

James Blake Wiener (CC BY-NC-SA)

#### Part 1

The Kamakura Period or *Kamakura Jidai* (1185-1333 CE) of medieval Japan began when Minamoto no Yoritomo (1147-1199 CE) defeated the Taira clan at the Battle of Dannoura in 1185 CE. The period is named after Kamakura, a coastal town 48 kilometers (30 miles) southwest of Tokyo which was used as the Minamoto clan's base. Yoritomo would establish himself as shogun or military dictator of Japan from 1192 CE, thus offering the first alternative to the power of the emperor and imperial court.

#### Minamoto no Yoritomo & the Taira

During the preceding Heian period (794-1185 CE), the court of the Japanese emperor was still important and still considered divine but it had become sidelined by powerful bureaucrats who all came from one family: the Fujiwara clan. Towards the end of the period, another two important groups evolved in Japanese politics, the Minamoto (aka Genji) and Taira

(aka Heike) clans whose members were often minor relations of the emperors. With their own private armies of samurai, both clans became important instruments in the hands of rival members of the Fujiwara clan's internal power struggle which broke out in the 1156 CE Hogen Disturbance and the 1160 CE Heiji Disturbance. The Taira, led by Taira no Kiyomori, eventually swept away all rivals and dominated the Japanese government for two decades. However, in the Genpei War (1180-1185), the Minamoto returned victorious, and at the war's finale, the Battle of Dannoura, the Taira leader, Tomamori, and the young emperor Antoku committed suicide. The Minamoto clan leader Minamoto no Yoritomo was left the most powerful military leader in Japan.

Minamoto no Yoritomo was the son of Minamoto no Yoshitomo (1123-1160 CE) and the grandson of Minamoto no Tameyoshi (1096-1156 CE), both influential Minamoto clan members with the latter being the head of the clan in the mid-12th century CE. Having defeated all rivals and dispatched his younger brother Minamoto no Noriyori and other key members of his own family, Yoritomo stood alone at the head of the Minamoto clan.

### **The Kamakura Shogunate**

Minamoto no Yoritomo made himself the first shogun, in effect military dictator, of Japan, a position he would hold from 1192 CE to 1199 CE. He would, therefore, be the first. The position of shogun was the first to offer an alternative system of government to that of the Japanese shogun of the Kamakura Shogunate (1192-1333 CE) imperial court. The title of shogun or 'military protector' had been used before (*seii tai shogun*) but had only been a temporary title for military commanders on campaign against the Ezo/Emishi (Ainu) in the north of Japan. Yoritomo was able to hold the title with its new wider meaning thanks to his agreement with the young Emperor Go-Toba (r. 1183-1198 CE) who bestowed it in return for Yoritomo's

military protection. Technically, the emperor was above the shogun, but in practice, it was the reverse as whoever had control of the army also controlled the state. The emperors did maintain a ceremonial function, and their endorsement was still sought by shoguns to give a veneer of legitimacy to their own rule.

After all he had done to establish himself as Japan's supremo, Minamoto no Yoritomo did not have very long to enjoy his position as he died in a riding accident in 1199 CE. He was succeeded by his eldest son Minamoto no Yorie (r. 1202-1203 CE), but only after a power struggle. When Yoritomo died, his wife, Hojo Masako (1157-1225 CE), and her father, Hojo Tokimasa, had decided to rule themselves, and so they created the position of shogunal regent and promoted the interests of the Hojo clan. In this arrangement, much copied throughout the Kamakura period, the regent shogun had the real power and the shogun was a mere puppet. Hojo Masako had retired to a convent when her husband had died, but her reinvolvement in politics earned her the nickname the 'nun shogun.' Ambitious, able, and ruthless, Masako was a formidable politician who let nothing stand in her way, not even her father whom she exiled.

Minamoto no Sanetomo was the second son of Yoritomo and brother of Yorie, who became shogun in 1203 CE with his mother Hojo Masako and Hojo Tokimasa acting as his regents. Sanetomo's 16-year reign came to a brutal end with his assassination in 1219 CE at the hands of his own nephew Kugyo, the son of Minamoto no Yorie. When the assassin was himself assassinated, it left the Yoritomo line extinct, and all key government positions were subsequently held by Hojo family members.

Emperor Go-Toba took the opportunity to launch an attempted coup in 1221 CE - the so-called Jokyu Disturbance - which attempted to exploit the ill-feeling caused by the mysterious murder of the shogun. Lacking the

military wherewithal to challenge Hojo Masako, the coup ultimately failed and ended in the then-retired emperor's exile to the distant Oki Islands. At least there he found the time and space to write his celebrated poems over the remaining 18 years.

There would then follow a long line of regent shoguns who ruled on behalf of minors or puppet shoguns. The last Kamakura shogun was Hojo Moritoki (1327-1333 CE). The power of the shoguns, although changing families several times, would last until the Meiji Restoration of 1868 CE. Japan had become wholly dominated by its warriors, a situation reflected in its literature. The period would produce much martial-themed histories and collections of short stories, the most famous work being *The Tale of the Heike* (*Heike monogatari*) which first appeared c. 1218 CE and tells of the struggle to establish the Kamakura shogunate.

## Part II

### **The Kamakura Government**

The shogunate government, also known as *bakufu*, which means 'tent government' in reference to its origins as a title held by a commander in the field, was based on the feudal relationship between lord and vassal. The former gave lands - confiscated from defeated warlords belonging to families rival to the shoguns - to the latter in return for military service. In the case of a shogun or lord having many estates he might give some of them to a steward (*jito*) - a position open to men and women - to manage and collect the local taxes with that official then entitled to fees and tenure. The role of steward was frequently given as a reward to loyal members of the shogunate. Many *jito* became powerful in their own right, and their descendants became *daimyo* or influential feudal landowners, while another layer of landowners was the military governors or constables (*shugo*) who had policing and administrative responsibilities in their particular province.

Quite early on it became obvious that the shogun or regent shogun had rather too much on his plate to govern the whole country without any well-defined state apparatus. Accordingly, in 1184 CE the Kumonjo or Public Documents Office was established. This was then renamed and widened in function as the Mandokoro (Administrative Board) in 1191 CE as it became the main administration centre. Later still, it would be given charge of the state treasury. In 1184 CE the Monchujo was set up which looked after all legal matters. A new position, a vice-regent to the shogun (*rensho*) was created in 1225 CE. In the same year, the Council of State was formed, the Hyojoshu, which had as its members the top officials, warriors, and scholars of the moment. In 1232 CE a new law code was established, the Joei Code (*Joei shikimoku*), which had 51 articles and established who owned what land, defined the relationship between lords, vassals, and samurai, limited the role of the emperor, and established the taking of legal decisions based on precedence. Finally, in 1249 CE a High Court, the Hikitsukeshu was formed which was especially concerned with any disputes related to land and taxes.

### **Kamakura**

Kamakura, the coastal town located on Sagami Bay which gave its name to the period, is 48 kilometers from what would become Tokyo (Edo). It was the base of the Minamoto clan, and it became the capital after Minamoto no Yoritomo sought to distance himself from the former capital at Heiankyo (Kyoto) and any civil servants and officials that might continue to entertain loyalties to the previous regime. The imperial court remained at Heiankyo where titles were dispensed, certain taxes collected, and civilian judicial disputes were settled.

Kamakura, protected on three sides by mountains and the sea on the fourth side, was a perfect choice for a military-minded leader. Extra

protection was provided by earth fortification walls and two wooden castles: Sugimoto and Sumiyoshi. These defenses would come in handy when the city was under siege in 1333 CE at the end of the Kamakura period. The fortifications did their job, but the army of Nitta Yoshisada (l. 1301-1337 CE) circumvented them by going around a cape at low tide and attacking the city from the beach. The city went into decline after the fall of the Kamakura Shogunate, but the 1252 CE Kotokuin Temple continues to pull in visitors thanks to its massive bronze statue of Amida Buddha which is 11.3 metres tall (or 37 ft), excluding the high stone base.

## **The Economy**

The Kamakura period was generally a good one for the Japanese economy, with trade continuing with China, where gold, mercury, fans, swords, timber, and lacquerware were exchanged for Chinese silk, brocades, perfumes, porcelain, tea, and copper coinage. Coinage was used more frequently, as were bills of credit, sometimes with the unfortunate consequence that people, especially samurai, got into bad debts as they spent beyond their means.

The Kamakura shoguns implemented several land reforms, notably making better use of previously neglected agricultural lands. Technological developments also helped, such as the introduction of a hardier strain of rice from China at the end of the 12th century CE, the widespread use of double-cropping and fertilizers (compost, manure, and ash), and better tools made of better iron than previously. Less land was left fallow because of inheritance disputes when a male relative was lacking. Women were able to own estates in their own right as they continued to be allowed to head families if there was no suitable male relative for the position. Women could inherit and keep their own property no matter what happened to their male relatives or husband.

Meanwhile, in urban settings, trade guilds (*za*) were established, initially for craftspeople and traders to secure the patronage of a monastery or local lord. Formed by anywhere from 10 to 100 workers or companies, the guilds had the effect of increasing specialization and improving standards. Villages began to grow in size as the road networks improved, a development helped by the fact there were, in effect, two capitals (Kamakura and Heiankyo). The result of the peace and prosperity the country enjoyed was a boom in Japan's population from the start to the end of the Kamakura period: around 7 million to 8.2 million.

### Part III

#### **Religion**

It was during the Kamakura period that two significant new sects of Zen Buddhism were developed: the Jodo Sect (aka Pure Land), founded c. 1175 CE by the priest Honen (1133-1212 CE), and the Jodo Shin Sect (aka True Pure Land), founded in 1224 CE by Shinran (1173-1263 CE), the pupil of Honen. Both sects simplified the religion and stressed that simply chanting the Buddha's name (*nembutsu*) - multiple times for Jodo and a single sincere invocation in the case of Jodo Shin - would permit the person to be reborn in the Amida Buddha's Pure Land paradise. In addition, this enlightenment and advancement to heaven was open to all regardless of their social status.

The most important Zen monastery was the Kencho-ji in Kamakura, built by the regent Hoji Tokiyori (l. 1227-1263 CE) in 1253 CE. Zen principles of austerity and restraint became very popular with samurai, and its attention to *wabi* - the aesthetic principle of beauty, simplicity, and withdrawal from the bustle of life - made the Japanese Tea Ceremony a common aristocratic pastime. The austerity of Zen would also influence Japanese ink painting and calligraphy in the Kamakura period while painting, especially portraiture, became more realistic. Shinto continued to be as important as it was in

previous periods, with Kamakura notably receiving the Tsurugaoka Hachiman Shrine.

### **The Mongol Invasions**

The Kamakura period saw one of the greatest threats to Japan's existence, the two Mongol invasions of Kublai Khan in 1274 and 1281 CE. Kublai Khan (r. 1260-1294 CE) had sent a letter to the Japanese government warning of this consequence if they did not pay tribute, but both the shogun and emperor ignored the demand. Fortunately for Japan, when the two invasion fleets each met a typhoon and disaster (but not before the second had landed on the beaches of Kyushu), the winds that either sunk or blew the Mongol ships safely away from Japanese shores were given the name *kamikaze* or 'divine winds.' It seems that the Mongol ships were not particularly well-built either and so proved much less seaworthy than they should have been. The period of high suspense between the two invasions, and indeed the expectation of a third attack, did harm the country as an army had to be kept in constant readiness and payment to soldiers became a serious problem for the government leading to widespread discontent. The agricultural sector was also severely disrupted by the defense preparations. Rivals to the Hojo clan now had their best opportunity to challenge the political status quo.

### **Decline & the Ashikaga Shogunate**

The disaffection caused by the necessity to keep Japan on a war footing was exploited by Emperor Go-Daigo (r. 1318-1339 CE) who sought to return to the good old days of the emperors before Minamoto no Yoritomo had started the shoguns. The emperor made two attempts to grab power, one in 1324 CE and another in 1331 CE. Neither was successful, and he was exiled for his troubles. Then came what has become known as the Kenmu Restoration, which lasted from 1333 to 1336 CE. Go-Daigo returned from

exile and tried to enlist the aid of warlords disgruntled with the Kamakura Shogunate. The emperor found a willing ally in the traitorous army commander Ashikaga Takauji, actually sent by the Kamakura Shogunate to deal with Go-Daigo. Takauji attacked Heiankyo while another rebel warlord, Nitta Yoshisada, attacked Kamakura. Victorious, Takauji wanted to be the new shogun but Go-Daigo refused to give him this title because he did not want to return to a position of subservience. Takauji defeated Go-Daigo's chief ally Yoshisada in battle and captured Heiankyo in 1336 CE; the former emperor was exiled for a second time. Ashikaga Takauji found himself a more compliant emperor, Komyo, to act as the state's figurehead and became shogun in 1338 CE, thus inaugurating the Ashikaga Shogunate (aka Muromachi Shogunate, 1338-1573 CE). He would hold the position for the next 20 years, and this new chapter in Japan's history would become known as the Muromachi Period (1333-1573 CE).

<https://www.worldhistory.org/image/7857/the-great-buddha-of-kamakura/>

### **Exercises to texts:**

#### **I. Notes and references**

aka – он же

the Minamoto (aka Genji) - Минамото (он же Гэндзи)

to give a veneer of legitimacy to their own rule - придать видимость легитимности своему правлению

supremo n. – диктатор, руководитель, вождь

military wherewithal |'werwə,ðɒl| – военные средства

a commander in the field – командир в полевых условиях

martial-themed histories – исторические рассказы на военную тематику

with that official then entitled to fees and tenure – с должностным лицом, которое затем имеет право на гонорары и срок пребывания в должности

the state treasury – государственное казначейство

mercury n. – ртуть

to circumvent – обойти

lacquerware n. – лакированная посуда

brocade n.– парча

introduction of a hardier strain of rice - введение более выносливого сорта риса

## **II. Active vocabulary**

1. hold the title – обладать званием

to bestow a title – даровать титул

2. endorsement n. – покровительство, поддержка, утверждение

3. to succeed – быть/стать приемником, следовать за

to be succeeded by his son – ему наследует его сын

4. a formidable politician – грозный политик

5. to launch a coup d'état – начать государственный переворот

to launch an attempted coup – начать попытку государственного переворота

6. to give charge of – возложить ответственность за

7. to entertain loyalties – поддерживать лояльность

8. to dispense titles – раздавать титулы

9. to be under siege – быть/находиться в осаде

10. bills of credit – аккредитивы

11. double-cropping – одновременное культивирование двух культур, два урожая в год

12. to leave fallow – оставить под паром

13. invocation n. – призыв, мольба, заклинание
14. to pay tribute - платить дань
15. to keep on a war footing – держаться в боевой готовности

### **III. Questions to the text**

#### **Part I**

1. What structure sidelined the divine power of the Japanese emperor during the Heian period? What was the outcome of the struggle between the Fujiwara clan vs the Minamoto and Taira clans?
2. How did Minamoto no Yoritomo become the first shogun of the Kamakura Shogunate (1192-1333 CE)? How did he reinforce his influence?
3. What new powers did the position of the shogun entitle its holder to? What was the new meaning of the title 'military protector'?
4. How was the position of 'shogunal regent' established? What were the provisions?
5. What was the reason and the outcome of the so-called Jokyu Disturbance?
6. What is one of the most famous literary pieces *The Tale of the Heike (Heike monogatari)* dedicated to?

#### **Part II**

7. Why was the shogunate government called the 'tent government'?
8. In what directions was the state apparatus developed to help the shogun with the governing process?
9. Why did Kamakura become the base of the Minamoto clan? What were the benefits of its location?
10. What were the achievements in economic development during the Kamakura period?

11. What important land reforms were implemented by the shoguns?  
How did the reforms effect women's legal rights for estate ownership?
12. What were the other important factors of development that manifested the growth of prosperity during the Kamakura period?

### **Part III**

13. What two new significant sects of Zen Buddhism were created during the Kamakura period?
14. What were the main provisions of these sects?
15. What was the position of the Shinto religion against Zen Buddhism?
16. How did the Mongol invasion impact the political and economic stability of Japan?
17. How did the attempts of restoring the power of the emperor end up in inaugurating the Ashikaga Shogunate?

### **IV. Render the main idea of the text in 5-6 sentences**

### **V. Render the main idea of the text in 10-12 sentences**

### **VI. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

### **VII. Find in the text target information to the following questions and relate it in English**

1. What is the reason for a period of time when a long line of regent shoguns ruled on behalf of minors or puppet shoguns?
2. What were the powers and the duties of the lords and the vassals in the shogunate government also known as *bakufu*?

3. What sequence of events and struggle for power led to the transition of rule from the Yoritomo clan to the Hojo clan?
4. What provisions for land ownership were secured by the the Joei Code 1232 CE and the High Court, the Hikitsukeshu 1249 CE?
5. What popular Japanese activities were made possible by samurai when they started practicing Zen principles of austerity, restraint and paying attention to wabi?
6. What problems did the Mongols experience during their attempts to invade Japan?

### **VIII. Vocabulary**

#### **1. Complete the sentences using the vocabulary of the text**

- a. Yoritomo was able to ... title with its new wider meaning thanks to his agreement with the young Emperor Go-Toba.
- b. Emperor Go-Toba (r. 1183-1198 CE) ... title in return for Yoritomo's military protection.
- c. The emperors did maintain a ceremonial function, and their ... was still sought by shoguns.
- d. He ... by his eldest son Minamoto no Yorie (r. 1202-1203 CE), but only after a power struggle.
- e. Ambitious, able, and ruthless, Masako was a ... who let nothing stand in her way.
- f. Emperor Go-Toba took the opportunity to launch ... in 1221 CE - the so-called Jokyu Disturbance - which attempted to exploit the ill-feeling caused by the mysterious murder of the shogun.
- g. Lacking the military ... to challenge Hojo Masako, the coup ultimately failed.

- h. Later still, it (the Mandokoro [Administrative Board]) would ... the state treasury.
- i. Minamoto no Yoritomo sought to distance himself from the former capital at Heiankyo (Kyoto) and any civil servants and officials that might continue ... to the previous regime.
- j. The imperial court remained at Heiankyo where titles ..., certain taxes collected, and civilian judicial disputes were settled.
- k. These defenses would come in handy when the city ... in 1333 CE at the end of the Kamakura period.
- l. Coinage was used more frequently, as were ..., sometimes with the unfortunate consequence that people, especially samurai, got into bad debts as they spent beyond their means.
- m. Technological developments also helped, such as the widespread use of ... and fertilizers (compost, manure, and ash), and better tools made of better iron than previously.
- n. Less land was left ... because of inheritance disputes when a male relative was lacking.
- o. The religion and stressed that simply chanting the Buddha's name (*nembutsu*) - multiple times for Jodo and a single sincere... in the case of Jodo Shin - would permit the person to be reborn in the Amida Buddha's Pure Land paradise.
- p. Kublai Khan (r. 1260-1294 CE) had sent a letter to the Japanese government warning of this consequence if they did not pay ...
- q. The disaffection caused by the necessity to keep Japan... was exploited by Emperor Go-Daigo (r. 1318-1339 CE) who sought to return to the good old days of the emperors.

**2. Match/combine the words/verbs/nouns in box A with words/verbs/nouns in box B to form a word combination**

a.

named	on
entitled	up
given charge	with
to be set	after
based	of
concerned	for
exchanged	to

b.

take	from
brake	out
distance oneself	in
pull	to
thanks	over

c.

stand	legal decisions
took	in handy
launch	in her way
take	beyond their means
entertain	into bad debts
collect	the opportunity
dispense	peace and prosperity
settle	popular with
come	taxes

got	an attempted coup
spent	tribute
enjoy	on a war footing
become	disputes
pay	loyalties to
keep smth	titles

### **3.Translate into Russian stable word combinations in full sentences.**

1. Ambitious, able, and ruthless, Masako was a formidable politician who let nothing stand in her way, not even her father whom she exiled.
2. Emperor Go-Toba took the opportunity to launch an attempted coup in 1221 CE - the so-called Jokyu Disturbance - which attempted to exploit the ill-feeling caused by the mysterious murder of the shogun.
3. In the case of a shogun or lord having many estates he might give some of them to a steward (*jito*) - a position open to men and women - to manage and collect the local taxes with that official then entitled to fees and tenure.
4. It was the base of the Minamoto clan, and it became the capital after Minamoto no Yoritomo sought to distance himself from the former capital at Heiankyo (Kyoto) and any civil servants and officials that might continue to entertain loyalties to the previous regime.
5. The imperial court remained at Heiankyo where titles were dispensed, certain taxes collected, and civilian judicial disputes were settled.
6. Coinage was used more frequently, as were bills of credit, sometimes with the unfortunate consequence that people, especially samurai, exchanged for got into bad debts as they spent beyond their means.

7. The result of the peace and prosperity the country enjoyed was a boom in Japan's population from the start to the end of the Kamakura period: around 7 million to 8.2 million.
8. The disaffection caused by the necessity to keep Japan on a war footing was exploited by Emperor Go-Daigo (r. 1318-1339 CE) who sought to return to the good old days of the emperors before Minamoto no Yoritomo had started the shoguns

**4. Put the following words into the correct word order to form a meaningful sentence.**

1. Yoritomo was to the title new meaning thanks to with with his the young hold Emperor wider able its Go-Toba agreement.
2. in Emperor Go-Toba return military it bestowed for protection Yoritomo's.
3. by He succeeded son Minamoto was no Yorie eldest his, but only after a power struggle.
4. Ambitious, was, and politician ruthless, Masako who let a nothing in stand her able formidable way.
5. Emperor Go-Toba the opportunity to a coup in 1221 launch CE - the attempted so-called took Jokyu Disturbance.
6. The titles court at where remained imperial were Heiankyo dispensed, taxes collected certain, and civilian settled judicial disputes were.
7. These in would was come when city under in handy 1333 CE at the siege end of the Kamakura the defenses period.
8. was more Coinage used frequently, as credit were bills of.
9. left land was fallow because disputes Less when inheritance a male relative of was lacking.

10. prosperity the of the and boom the country result was peace an in Japan's enjoyed population.

11. The caused by the disaffection necessity to keep a war footing Japan exploited on by Emperor Go-Daigo was.

12. Zen of austerity with and principles became very restraint samurai popular.

## Grammar

### 1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian

- a. Yoritomo would establish himself as shogun or military dictator of Japan from 1192 CE, thus offering the first alternative to the power of the emperor and imperial court.
- b. With their own private armies of samurai, both clans became important instruments in the hands of rival members of the Fujiwara clan's internal power struggle which broke out in the 1156 CE Hogen Disturbance and the 1160 CE Heiji Disturbance.
- c. Having defeated all rivals and dispatched his younger brother Minamoto no Noriyori and other key members of his own family, Yoritomo stood alone at the head of the Minamoto clan.
- d. Minamoto no Yoritomo made himself the first shogun, in effect military dictator of Japan, a position he would hold from 1192 CE to 1199 CE. He would, therefore, be the first. The position of shogun was the first to offer an alternative system of government to that of the Japanese shogun of the Kamakura Shogunate (1192-1333 CE) imperial court.
- e. The title of shogun or 'military protector' had been used before (*seii tai shogun*) but had only been a temporary title for military commanders on campaign against the Ezo/Emishi (Ainu) in the north of Japan.

- f. The period would produce much martial-themed histories and collections of short stories, the most famous work being *The Tale of the Heike* (*Heike monogatari*) which first appeared c. 1218 CE and tells of the struggle to establish the Kamakura shogunate.
- g. The former gave lands - confiscated from defeated warlords belonging to families rival to the shoguns - to the latter in return for military service. In the case of a shogun or lord having many estates he might give some of them to a steward (*jito*) - a position open to men and women - to manage and collect the local taxes with that official then entitled to fees and tenure.
- h. Accordingly, in 1184 CE the Kumonjo or Public Documents Office was established. This was then renamed and widened in function as the Mandokoro (Administrative Board) in 1191 CE as it became the main administration centre. Later still, it would be given charge of the state treasury. In 1184 CE the Monchujo was set up which looked after all legal matters.
- i. The Kamakura period was generally a good one for the Japanese economy, with trade continuing with China, where gold, mercury, fans, swords, timber, and lacquerware were exchanged for Chinese silk, brocades, perfumes, porcelain, tea, and copper coinage.
- j. A new position, a vice-regent to the shogun (*rensho*) was created in 1225 CE. In the same year, the Council of State was formed, the Hyojoshu, which had as its members the top officials, warriors, and scholars of the moment.

**2. Find in the text sentences that contain passive constructions.**

**Account for their use.**

**3. Choose the most appropriate aspect form (Active or Passive) of the verb in brackets in the following excerpt.**

The Muromachi Period (*Muromachi Jidai*, 1333-1573 CE) ... (to refer) to the period of Japanese medieval history when the Ashikaga shogun capital ... (to locate) in the Muromachi area of Heiankyo (Kyoto). The Kamakura Shogunate ... (to weaken) seriously by the Mongol invasions of Kublai Khan in 1274 and 1281 CE. Both invasions ... (to fail) as the fleets ... (to destroy) by two typhoons.

Around 1333 CE Kamakura ... (to sack) by Nitta Yoshisada, and the capital... (to move) back to join the imperial court of Heiankyo. With the government established in the Muromachi district of the city, the decision (to give) its name to the next period of Japanese history: the Muromachi period. There then followed the incident known as the Kenmu Restoration (1333-1336 CE). Ashikaga Takuji ... (to send) by the Kamakura Shogunate to deal with Go-Daigo but, ... (to tempt) by the power his army offered him. He (to join) forces with the emperor and (to attack) Heiankyo. Takuji wanted to be nothing less than the new shogun, but ... (to refuse) by Go-Daigo because he did not want to return to a position of subservience. Go-Daigo (to exile) for a second time, but he managed to establish his own court at Yoshino, 95 kilometres (60 miles) south of Heiankyo.

The Ashikaga Shogunate ... (to get off) to a poor start. A war (to break out) and lasted from 1350 to 1352 CE. Takuji was victorious, and Tadayoshi (to poison), a fate most likely arranged by his brother.

[https://www.worldhistory.org/Muromachi\\_Period/](https://www.worldhistory.org/Muromachi_Period/)

- 4. Find in the text sentences that contain Future-in-the-past tense form.**
- 5. Put the verbs in brackets into the correct meaningful tense forms.  
Pay special attention to Future-in-the-past tense forms.**

The Azuchi-Momoyama Period (1568/73 - 1600 CE) ... (to be) a brief but significant period of medieval Japan's history which (to see) the country unified after centuries of a weak central government and petty conflicts between hundreds of rival warlords. Oda Nobunaga (r. 1568-1582 CE) ... (to establish) himself as the military ruler of Japan. Nobunaga's successor Toyotomi Hideyoshi (r. 1582-1598 CE) ... (to continue) his work to unify all of Japan, and his base of Momoyama, south of Kyoto, ... (to provide) the second half of the period's name. Hideyoshi ... (to experience) two failed invasions of Korea, and the period ... (to end) with the succession conflict that ... (to see) Tokugawa Ieyasu ... (to establish) the Tokugawa Shogunate (1603-1868 CE).

The previous Muromachi Period (1333-1573 CE) had been one of turmoil for Japan. The biggest crisis ... (to be) with the Onin War (1467-1477 CE), a civil war which... (to destroy) Heiankyo and ... (to create) a century-long aftermath of bitter infighting between rival warlords. It ... (to require) one warlord... (to gain) total supremacy for Japan... (to enjoy) peace and a stable government again. Oda Nobunaga ... (to turn out) to be that man. Nobunaga had expanded his territory gradually throughout the 1550/60s CE from his base at Nagoya Castle in Owari Province, central Japan, as he ... (to defeat) all comers through a mix of sieges, battles, and diplomacy. He finally ... (to seize) the capital Heiankyo in 1568 CE and then ... (to exile) the last Ashikaga shogun, Ashikaga Yoshiaki,

in 1573 CE. With these two actions, the Azuchi-Momoyama Period begins.

[https://www.worldhistory.org/Azuchi-Momoyama\\_Period/](https://www.worldhistory.org/Azuchi-Momoyama_Period/)

### **Final exercise**

Interpret the text along the following format:

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **АНГЛИЙСКИЙ ЯЗЫК. ПОЛИТОЛОГИЯ**

### **Confucianism, Hierarchical Collectivism, and Democratic Consolidation in South Korea**

Since political culture is dynamic rather than static, it is not easy to succinctly define the main characteristics of South Korean political culture. In general, two contrastive elements have appeared in modern South Korea: (1) authoritarianism and civic orientation, and (2) nationalism and factionalism. Although these characteristics were developed over time, some of them came from Confucianism, which has affected South Korea's statecraft throughout its modern history. According to Hyon, "Confucianism gave direction to Korean philosophy and character to the nation and it wrought important national changes, politically, culturally, and economically." Thus, it is necessary to discuss how Confucianism has affected South Korean political culture.

Confucianism defines individual identity in the context of the collective group an individual belongs to. Individuals become invisible once they become members of a group/community/collective unit, which is based on affective, emotional forces. Thus, social uniformity is valued, and expressing social differences is strongly discouraged. With hierarchy and stability valued, collective identification becomes a problem for democracy because orders come down from the top with the expectation of obedience, not debate. For this reason, Confucianism became a big hurdle for South Korea in its efforts to become a pluralistic society, which is important in democratic consolidation.

Collective sentiments emphasized by Confucianism had another harmful effect on democratic consolidation in South Korea: the legacy of collective identity from Confucianism resulted in political regionalism and

factionalism based on family, academic, and regional ties, not nationwide collective solidarity. There are two reasons for this. First, Korea has a long tradition of valuing family ties, regional bonds, and academic connections. Accordingly, factions arose based on family ties and/or academic connections throughout the Chosun Dynasty, which employed Confucianism as a state ideology. These factions were constantly at odds with each other, putting factional benefits over national interests. This tradition has seriously harmed the country throughout its history, and continues today. There are factions in political parties that act based on their own political gains rather than broader party interests. In other words, the core values of Confucianism—order, harmony, hierarchy, and stability—did not apply to all levels of society.

Second, military authoritarian leaders since the 1960s came mostly from the same southeastern province, Kyungsang, and they favored their home province in terms of public infrastructure investment. As a result, economic development was uneven over various regions. Under the authoritarian government, there was no way for people to express their political grievances. After South Korea became a democracy, however, voters exercised their power by giving strong preference to their native sons in presidential elections, eyeing the political and economic benefits. As a result, top political leaders had their own factions based on regional ties, and voters gave them unlimited support, hoping their provinces would receive better support from the government. Within the factions, hierarchical order and political loyalty were emphasized.

*[https://www.researchgate.net/publication/279219751\\_Political\\_Culture\\_and\\_Democratic\\_Consolidation\\_in\\_South\\_Korea/](https://www.researchgate.net/publication/279219751_Political_Culture_and_Democratic_Consolidation_in_South_Korea/)*

## **I. Notes and references**

1. authoritarianism – авторитаризм (тип недемократического политического режима, основанного на несменяемой централизованной власти одного лица или группы лиц при сохранении в стране определенного уровня экономических, гражданских и идеальных свобод)
2. factionalism – фракционность
3. statecraft – искусство управлять государством
4. uniformity – однородность, единообразие
5. hierarchy – /'haɪərə:kɪ/ – иерархия
6. faction – фракция, группировка

## **II. Active vocabulary**

1. wrought (to work) – выработать, выковать
2. succinctly – кратко, лаконично
3. affective – эмоциональный
4. obedience – послушание, повиновение, подчинение
5. pluralistic – множественный, разнообразный
6. hurdle – препятствие, преграда
7. sentiments – чувства, мнения
8. uneven – неровный, неравномерный
9. grievance – жалоба, недовольство
10. to eye – следить

## **III. Questions to the text**

1. How did Confucianism influence Korean political culture? Give examples of its positive and harmful influence.
2. In what way does Confucianism contradict democratic values?

3. What is vitally important for democratic consolidation?
4. What are the origins of political regionalism and factionalism?
5. What is the political phenomenon that impedes democratization? Give examples of its peculiarities?
6. What is the role of hierarchy in Korean statecraft?
7. How did it happen that economic development was uneven over various regions?
8. Did shifting from authoritarianism to democracy change dramatically public expectations and sentiments?
9. What are the main voters' preferences and why?

**IV. Render the main idea of the text in 5-6 sentences**

**V. Render the main idea of the text in 10-12 sentences**

**VI. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**VII. Find in the text target information to the following questions and relate it in English**

1. When did Confucianism become a state ideology?
2. What are the factions based on? Enlist the units.
3. What is Kyungsang famous for?
4. Enlist the core values based on Confucianism.

## **VIII. Vocabulary**

### **1. Complete the sentences using the vocabulary of the text**

- a. As a result, economic development was ... over various regions.
- b. Voters exercised their power by giving strong preference to their native sons in presidential elections, ... the political and economic benefits.
- c. Under the authoritarian government, there was no way for people to express their political ....
- d. Although these characteristics were developed over time, some of them came from Confucianism, which has affected South Korea's ... throughout its modern history.
- e. Confucianism became a big ... for South Korea in its efforts to become a ... society, which is important in democratic consolidation.
- f. Confucianism gave direction to Korean philosophy and character to the nation and it ... important national changes, politically, culturally, and economically.
- g. Since political culture is dynamic rather than static, it is not easy to ... define the main characteristics of South Korean political culture.
- h. Individuals become invisible once they become members of a group/community/collective unit, which is based on ... forces.
- i. With ... and stability valued, collective identification becomes a problem for democracy because orders come down from the top with the expectation of ..., not debate.
- j. Thus, social ... is valued, and expressing social differences is strongly discouraged.

**2. Match the words in box A with the words in box B to form a word combination**

A

1. political
2. democratic
3. presidential
4. hierarchical
5. pluralistic
6. collective
7. regional
8. state
9. at
10. collective
11. political
12. province

B

- a) society
- b) elections
- c) order
- d) culture
- e) ideology
- f) consolidation
- g) parties
- h) sentiments
- i) solidarity
- j) odds
- k) province
- l) bonds

**3. Translate into Russian stable word combinations in full sentences**

- a. In general, two contrastive elements have appeared in modern South Korea: (1) authoritarianism and civic orientation, and (2) nationalism and factionalism.
- b. Although these characteristics were developed over time, some of them came from Confucianism, which has affected South Korea's statecraft throughout its modern history.
- c. Thus, social uniformity is valued, and expressing social differences is strongly discouraged.
- d. For this reason, Confucianism became a big hurdle for South Korea in its efforts to become a pluralistic society, which is important in democratic consolidation.

- e. First, Korea has a long tradition of valuing family ties, regional bonds, and academic connections.
- f. Accordingly, factions arose based on family ties and/or academic connections throughout the Chosun Dynasty, which employed Confucianism as a state ideology.
- g. These factions were constantly at odds with each other, putting factional benefits over national interests.
- h. There are factions in political parties that act based on their own political gains rather than broader party interests.
- i. Second, military authoritarian leaders since the 1960s came mostly from the same southeastern province, Kyungsang, and they favored their home province in terms of public infrastructure investment.
- j. After South Korea became a democracy, however, voters exercised their power by giving strong preference to their native sons in presidential elections, eyeing the political and economic benefits.
- k. As a result, top political leaders had their own factions based on regional ties, and voters gave them unlimited support, hoping their provinces would receive better support from the government.

**4. Put the following words into the correct word order to form a meaningful sentence**

- a. characteristics of Korean is South political succinctly since culture it main political not rather the is to than static easy dynamic culture define.
- b. identity context an individual the Confucianism individual collective group in defines belongs of to the.
- c. democratic sentiments consolidation effect South in had harmful another on by emphasized Korea Confucianism collective.

- d. economic over as various regions a development uneven result was.
- e. for people the way to grievances no authoritarian was there political government Under express.
- f. order hierarchical political were loyalty emphasized within the and factions.

## **IX. Grammar**

### **1. Identify the grammar structure that is characteristic of the scientific style of speech and translate it into Russian**

With hierarchy and stability valued, collective identification becomes a problem for democracy because orders come down from the top with the expectation of obedience, not debate.

### **2. Reformulate the sentences using the passive structure *with smth done***

- a. Thus, social uniformity is valued, and expressing social differences is strongly discouraged.
- b. Second, military authoritarian leaders since the 1960s came mostly from the same southeastern province, Kyungsang, and they favored their home province in terms of public infrastructure investment.
- c. South Korea developed while hierarchical order and political loyalty were emphasized.

## **X. Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...

- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **Chinese and Western Histories of Political Ideology: “Stability” and “Changeability”**

Reasonably, one of the major differences between the Chinese and the Western history of political ideology appears to be that the former has been rather “stable” and the latter quite “changeable.” The conventional Chinese society and ideology tend to be so extraordinarily stable that G. W. F. Hegel once said that “China has no history” (Hegel 2009). However, to me, such stability does not particularly imply that China is without history, but rather, it means that China’s history is uninterrupted. Westerners, customarily, are so accustomed to a changeable history that they deem such continuity rather as a stagnation (Wong 2016). This novel perspective is quite vital because it deals with our approach to address a fundamental subject: “history”. “No history” and “an uninterrupted history” are fundamentally different factors.

For those who believe the former, China’s “unchangeability” is basically considered as an indicator of backwardness; whereas for the ones who believe the latter, China is endowed with a distinctive history as compared to the Western one, right from the beginning and that the difference lies in China’s “prematurity” or precocious modernity. As said by Professor R. bin Wong, “In 1400, as if in stark contrast, Europe was disorganized politically as many small political units (including city-states, dioceses, principalities, and kingdoms) coexisted, while China was already a vast empire without any aristocracy, religious institutions, or political conventions that resembled those of Europe” (*ibid.*). In other words, as per European standards, China was already a modern society. Since it already exhibited various characteristics of modernity, why would China’s history change? Once again, as per European standards, such as those of Leopold von Ranke, the German founder of modern source-based history, Europe in no manner exhibited any characteristics of “modernity” until the late 1400s-

1500s when nation-states, bureaucratic politics, secularized political affairs, and standing armies emerged (Potter 1999). Other phenomena of modernity included personal freedom embodied by the Renaissance.

If such are the features of modernity, the political system in pre-Qin China was indeed already modern going by the Western standards. The most remarkable example is their non-hereditary bureaucratic system and system of prefectures and counties. As far as freedom is considered, China has been an atheist nation right since the pre-Qin era. As Confucius once said, “Respect supernatural beings, but stay away from them.” Atheism should be a prerequisite for freedom. Personal freedom was never a political issue in the Western Han Dynasty when the Huang–Lao philosophy was dominant. It would not be wrong to say that they were the cradle of liberalism. As pronounced by the Austrian school of economics, “The Taoists were the world’s first libertarians, who believed in virtually no interference by the state in economy or society” (Rothbard 2016). Therefore, unlike Westerners, the Chinese did not acquire the most elemental prerequisite for human liberation and freedom through the enlightenment after a thousand-year theocracy. Due to the incredible “uninterrupted” Chinese history, the people-oriented Confucianism that has been ruling the country for more than 2000 years still lies at the core of China’s political ideology.

*[https://www.researchgate.net/publication/354369660\\_The\\_Paradigm\\_Shift\\_of\\_Political\\_Science\\_from\\_Being\\_Change-oriented\\_to\\_Governance-oriented\\_A\\_Perspective\\_on\\_History\\_of\\_Political\\_Science/](https://www.researchgate.net/publication/354369660_The_Paradigm_Shift_of_Political_Science_from_Being_Change-oriented_to_Governance-oriented_A_Perspective_on_History_of_Political_Science/)*

## I. Notes and references

1. dioceses /'daɪəsɪsɪz/ – епархия
2. principality – княжество
3. political conventions – политические собрания, практики

4. non-hereditary – /nɔn hɪ'red.ɪ.tər.i/ – ненаследственный
5. the pre-Qin era – период до Империи Цинь, древнейший период истории Китая
6. Confucius – /kən'fju:səs/ – китайский философ и политик (551-479 до н.э.)
7. theocracy – теократия (форма правления, при которой власть в государстве находится в руках религиозного института и духовенства)

## **II. Active vocabulary**

1. customarily – обычно, обыкновенно
2. to deem – считать, полагать, думать
3. backwardness – отсталость, неразвитость
4. to be endowed with – быть наделенным
5. prematurity – преждевременность
6. precocious – скороспелый, преждевременный
7. conventional – зд. традиционный
8. to secularize – секуляризовать, отделять церковь от государства
9. embodied – воплощенный
10. prerequisite – предпосылка, необходимое условие; необходимый
11. cradle – колыбель
12. enlightenment – просветление, озарение, прозрение

## **III. Questions to the text**

1. What is the major difference between the Chinese and the Western history of political ideology?

2. How does the author understand China ‘unchangeability’?
3. Is it fair to talk about China backwardness? Why?
4. What are the peculiarities of Chinese and European modernity? Give examples.
5. What role do religious beliefs play in Chinese political ideology?
6. How is liberalism understood by Chinese philosophers?
7. What differs Chinese liberalism from European one?
8. What role does Confucius play in Chinese ideology?

**IV. Render the main idea of the text in 5-6 sentences**

**V. Render the main idea of the text in 10-12 sentences**

**VI. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**VII. Find in the text target information to the following questions and relate it in English**

1. Enlist all political units mentioned in the text.
2. Enlist all characteristics of modernity.
3. Who said that China has no history?
4. According to Rothbard, who are the first libertarians in the world?  
Why does he think so?

**VIII. Vocabulary**

**1. Complete the sentences using the vocabulary of the text.**

- a. Westerners, ..., are so accustomed to a changeable history that they ... such continuity rather as a stagnation.
- b. For those who believe the former, China’s “unchangeability” is basically considered as an indicator of ...; whereas for the ones who

believe the latter, China is ... a distinctive history as compared to the Western one, right from the beginning and that the difference lies in China's "prematurity" or ... modernity.

- c. Europe was disorganized politically as many small political units (including city-states, ..., ..., and kingdoms) coexisted, while China was already a vast empire without any aristocracy, religious institutions, or ... that resembled those of Europe.
- d. Europe in no manner exhibited any characteristics of "modernity" until the late 1400s-1500s when nation-states, bureaucratic politics, ... political affairs, and standing armies emerged.
- e. Other phenomena of modernity included personal freedom ... by the Renaissance.
- f. It would not be wrong to say that they were the ... of liberalism.
- g. The Chinese did not acquire the most elemental ... for human liberation and freedom through the ... after a thousand-year ....

## 2. Match the words in box A with their synonyms in box B

A	B
1. reasonably	a) intrusion
2. uninterrupted	b) logically
3. prerequisite	c) to arise
4. backwardness	d) different
5. precocious	e) premature
6. interference	f) underdevelopment
7. conventional	g) necessary condition
8. to emerge	h) unbroken
9. distinctive	i) traditional

**3. Translate into Russian stable word combinations in full sentences**

- a. For those who believe the former, China's "unchangeability" is basically considered as an indicator of backwardness.
- b. Since it already exhibited various characteristics of modernity, why would China's history change?
- c. It would not be wrong to say that they were the cradle of liberalism.
- d. The people-oriented Confucianism that has been ruling the country for more than 2000 years still lies at the core of China's political ideology.
- e. If such are the features of modernity, the political system in pre-Qin China was indeed already modern going by the Western standards.
- f. The most remarkable example is their non-hereditary bureaucratic system and system of prefectures and counties.

**4. Put the following words into the correct word order to form a meaningful sentence**

- a. freedom be for an atheism should prerequisite.
- b. never the personal philosophy freedom was a political in the Western was Han political Dynasty when Huang-Lao was dominant issue.
- c. Chinese that conventional history society and be said ideology China to so extraordinarily stable G.W.F. Hegel once tend that the "no has".
- d. Taoists who the virtually were economy the society worlds or libertarians, believed in no interference by state in the first.
- e. Renaissance by included phenomena other personal of modernity freedom embodied the.

## **IX. Grammar**

### **1. Identify grammar constructions in the text that are characteristic of the formal style of speech and translate them into Russian**

- a. As pronounced by the Austrian school of economics, “The Taoists were the world’s first libertarians, who believed in virtually no interference by the state in economy or society”.
- b. As said by Professor R. bin Wong, “In 1400, as if in stark contrast, Europe was disorganized politically as many small political units (including city-states, dioceses, principalities, and kingdoms) coexisted, while China was already a vast empire without any aristocracy, religious institutions, or political conventions that resembled those of Europe”.

### **2. Rewrite the sentences from the text using the Reported Speech structure that helps to introduce one’s words**

- a. “The Taoists were the world’s first libertarians, who believed in virtually no interference by the state in economy or society” (Rothbard 2016).
- b. As Confucius once said, “Respect supernatural beings, but stay away from them.”
- c. Westerners, customarily, are so accustomed to a changeable history that they deem such continuity rather as a stagnation (Wong 2016).
- d. G. W. F. Hegel once said that “China has no history”.

## **X. Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...

- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **Political Dynamics of the Middle East**

### **Part 1**

It is often said that the politics of the Middle East is as clear as mud. The fresh events that unfolded in the region indicate the significance of this assumption. The strict and hyper-strategic alliances that characterized the region during the Cold War are now vanishing as a new order seems to emerge that is much more hybrid, unpredictable, and pragmatic.

The Middle East was a playground for the two dominant sides during the Cold War. It was subjected to major foreign invasions and large-scale conflicts. The Iranian Revolution in 1979 added further spices to the bitter Saudi-Iran rivalry and the race continued throughout the war. Unlike other parts of the world, the post-Cold War era was even further devastating for the Middle East as Arab Spring ignited some of the world's deadliest conflicts. The wars in Yemen, Syria, and other countries portray the arch rivalry of global and regional players to dominate the region. However, today it seems that the major actors in all these conflicts are tired and fatigued. As the regional crisis meets dead ends, a new geo-political environment is emerging in the Middle East.

### **Part 2**

In the last few months, the two major powers, the United States and Russia have focused comprehensively on the Middle East as it is a major economic and strategic zone. The trilateral summit between Iran, Russia, and Turkey and the American-Arab summit held in Jeddah demonstrate the efforts. The summit in Jeddah signaled a divergence and lack of trust between the United States and its partners in the region. Unlike the previous talks, the environment lacked confidence and the actors could not agree on most of the views. It was more of a stage to blame each other as the Saudi Prince defended himself against the opprobrium of Biden by mentioning the

war crimes committed by the United States in Iraq. Riyadh and Cairo also questioned the strategic competency and power of the United States given its humiliating withdrawal from Afghanistan and Iraq. President Biden also tried to convince and pressurize Saudi Arabia, the United Arab Emirates, and Egypt to cut off all ties with Russia and cease all cooperation. Although increasing oil production was agreed upon but no party indicated to stop dealing with Russia on trade and energy. More surprisingly, Israel, Washington's closest ally in the region has also shown a diversion from following the orders of the United States. It is a tipping point in history where it seems that the United States has lost its hegemony in the Middle East, and it has become a client state of the Saudis. The events delivered a clear message that countries in the Middle East only want America's aid and arms, not its advice.

In the same way, another important ally of the United States in the region, Turkey has been following a hybrid model for quite a time. The trilateral summit held in Tehran was a milestone in strengthening Turkey's ties with Russia and Iran. Turkey has even proposed arms sales to Iran which shows a clear diversion from a major NATO member. Turkey has also turned towards Russia to attain the S-400 system after NATO refused to sell the air defense system. More importantly, Saudi Arabia has also shown the intention to get the system from Moscow. As is the case with other states, Iran is also keen on building good ties with China and Russia. The country is collaborating with the European nations to reestablish the Nuclear Deal on acceptable terms. Despite having disagreements over most of the issues, Iran and Saudi Arabia are involved in diplomatic talks to de-escalate the tensions in the region. MBS is looking for diplomatic accommodations with Iran to help the region in development through trade. While speaking with CNN, Saudi Foreign Minister Faisal bin Farhan Al Saud said that they are hoping

for a kind response from Iran in order to build a diplomatic solution. He favored giving incentives to Iran on the negotiations table to have a peaceful future in the region. UAE's normalization of ties with the Assad regime in Syria and exit from the war in Yemen also indicate the concerns of the major powers in the region about the instability. It is indeed the beginning of a changing regional order in the Middle East where the Cold War model is evaporating.

### Part 3

To conclude, the world seems to be changing now as China is threatening the position of the United States and the resurgence of Russia is a clear challenge to the dominance of the United States. In such an uncertain environment, the Middle East is a center of gravity for the “haves” of the world. President Biden’s visit to the region and the trilateral talks between Russia, Iran, and Turkey mark the significance of dominating the region today. An evaluation of the recent events portrays that the rigid and hypersensitive environment of the Middle East is converting into a hybrid, pragmatic, and unpredictable domain that favors its many national interests and regional stability over the benefits of foreign powers. The divergence of the allies of the United States in the region from the dictated course and tilt towards Russia signals a tectonic shift. Iran’s involvement in the affairs is another point of importance to decide the future of the region. It is impossible to correctly predict the rapid changes in the Middle East, however, the years ahead are surely of vital significance.

*<https://moderndiplomacy.eu/2022/08/09/the-changing-political-dynamics-of-the-middle-east/>*

### I. Notes and references

1. alliance – союз, альянс, блок

2. client state – государство-сателлит (контролируемое другим более сильным государством)
3. diplomatic accommodations – дипломатические соглашения, договоренности
4. bitter rivalry – ожесточенное соперничество
5. to hold a summit – провести саммит
6. arch rivalry – заклятое соперничество
7. trilateral – трехсторонний
8. race – гонка
9. ally – /'ælai/ – союзник, соратник

## **II. Active vocabulary**

1. devastating – опустошительный, ужасающий, разрушительный
2. deadliest – губительный, смертоносный
3. fatigued – изнуренный
4. to meets dead ends – зайти в тупик
5. comprehensively – всесторонне, комплексно
6. divergence – несоответствие, расхождение, отхождение
7. to vanish – исчезать, стремиться к нулю
8. hybrid – /'haɪbrid/ – смешанный, гибридный
9. large-scale – крупномасштабный
10. opprobrium – /ə'prəʊbriəm/ – позор, осуждение, порицание
11. to question – подвергать сомнению
12. humiliating – унизительный, позорный
13. withdrawal – выход, отступление
14. to convince – убеждать
15. to pressurize – оказывать давление

- 16.to cut off – отсекать
- 17.to cease – прекратить, утихнуть
- 18.diversion – отвлечение внимания, отвлекающий маневр, отделение
- 19.tipping point – переломный момент
- 20.to favor – поддерживать, способствовать, одобрять
- 21.to give incentives – стимулировать
- 22.to evaporate – испаряться, улетучиваться
- 23.resurgence – возрождение, всплеск
- 24.rigid – жесткий, непреклонный, несгибаемый, твердый
- 25.hypersensitive – /haɪpə'sensɪtɪv/ – сверхчувствительный
- 26.haves – имущие
- 27.to tilt towards – смещаться, наклоняться, двигаться в сторону

### **III. Questions to the text**

1. Why is it often said that the politics of the Middle East is as clear as mud?
2. Why was the Middle East a playground for the two dominant sides during the Cold War? What events have made the region one of the most unstable in the world?
3. Why did the summit in Jeddah signal a divergence and lack of trust between the United States and its partners in the region?
4. What is the role of Turkey during the summit?
5. What influence did Biden try to exert over Saudi Arabia, the United Arab Emirates, and Egypt?
6. What is the main change in the Middle East politics today?
7. What role does Israel play in today’s political environment?

8. What are the main issues for diplomatic accommodations in the region? What role does every ‘actor’ play? Give examples.
9. How and why does Russia question the US dominance in the region?
10. Is future of the Middle East predictable? Why?

**IV. Render the main idea of the text in 5-6 sentences**

**V. Render the main idea of the text in 10-12 sentences**

**VI. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**VII. Find in the text target information to the following questions and relate it in English**

1. Enlist major regional players and their precise roles in the modern political environment.
2. Find all proper geographical names and pronounce them correctly.
3. What are all leaders mentioned in the text and their positions on the issues?

**VIII. Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

- a. President Biden also tried to ... and ... Saudi Arabia, the United Arab Emirates, and Egypt to ... all ties with Russia and ... all cooperation.
- b. It is a ... point in history where it seems that the United States has lost its hegemony in the Middle East.
- c. The ... of the allies of the United States in the region from the dictated course and ... Russia signals a tectonic shift.

- d. Riyadh and Cairo also ... the strategic competency and power of the United States given its ... ... from Afghanistan and Iraq.
- e. It was subjected to major foreign invasions and ... conflicts.
- f. The Iranian Revolution in 1979 added further splices to the ... Saudi-Iran ... and the ... continued throughout the war.
- g. The United States and Russia have focused ... on the Middle East as it is a major economic and strategic zone.
- h. The ... summit between Iran, Russia, and Turkey and the American-Arab ... ... in Jeddah demonstrate the efforts.
- i. Unlike other parts of the world, the post-Cold War era was even further ... for the Middle East as Arab Spring ignited some of the world's ... conflicts.
- j. It is indeed the beginning of a changing regional order in the Middle East where the Cold War model is ....
- k. He ... giving ... to Iran on the negotiations table to have a peaceful future in the region.
- l. An evaluation of the recent events portrays that the ... and ... environment of the Middle East is converting into a ..., pragmatic, and unpredictable domain that ... its many national interests and regional stability over the benefits of foreign powers.

**2. Match the words in box A with their synonyms in box B**

A

1. withdrawal
2. to convince
3. to cease
4. resurgence

B

- a) revival, return
- b) removal, departure
- c) disrespect
- d) to stop

- |                    |                      |
|--------------------|----------------------|
| 5. comprehensively | e) disagreeing       |
| 6. opprobrium      | f) tough, inflexible |
| 7. alliance        | g) to disappear      |
| 8. to tilt towards | h) cooperation       |
| 9. divergence      | i) to approve        |
| 10. fatigued       | j) exhausted         |
| 11. to evaporate   | k) to persuade       |
| 12. rigid          | l) completely        |

**3. Translate into Russian stable word combinations in full sentences**

- a. The fresh events that unfolded in the region indicate the significance of this assumption.
- b. The Middle East was a playground for the two dominant sides during the Cold War.
- c. It was subjected to major foreign invasions and large-scale conflicts.
- d. The Iranian Revolution in 1979 added further spices to the bitter Saudi-Iran rivalry and the race continued throughout the war.
- e. As the regional crisis meets dead ends, a new geo-political environment is emerging in the Middle East.
- f. President Biden also tried to convince and pressurize Saudi Arabia, the United Arab Emirates, and Egypt to cut off all ties with Russia and cease all cooperation.
- g. It is a tipping point in history where it seems that the United States has lost its hegemony in the Middle East.
- h. The events delivered a clear message that countries in the Middle East only want America's aid and arms, not its advice.
- i. The trilateral summit held in Tehran was a milestone in strengthening Turkey's ties with Russia and Iran.

- j. As is the case with other states, Iran is also keen on building good ties with China and Russia.
- k. The country is collaborating with the European nations to reestablish the Nuclear Deal on acceptable terms.
- l. He favored giving incentives to Iran on the negotiations table to have a peaceful future in the region.
- m. In such an uncertain environment, the Middle East is a center of gravity for the “haves” of the world.
- n. President Biden’s visit to the region and the trilateral talks between Russia, Iran, and Turkey mark the significance of dominating the region today.
- o. The divergence of the allies of the United States in the region from the dictated course and tilt towards Russia signals a tectonic shift.

**4. Put the following words into the correct word order to form a meaningful sentence**

- a. politics East it mud as is the often clear said is that the of Middle as.
- b. The fresh events that unfolded in the region indicate the significance of this assumption.
- c. the for dominant two Middle the playground Cold during East was a the sides War.
- d. it fatigued actors the however that these are today seems major in and all conflicts tired.
- e. it to are Middle in vital is ahead rapid significance surely impossible correctly the changes the East however the predict years of.
- f. Deal with the European terms Nuclear to country is on collaborating the nations reestablish the acceptable.

- g. the Russia as be world States threatening the seems to changing dominance now China is the position of United and States and the of is a clear to the of challenge the United resurgence.
- h. such for a an uncertain the gravity environment the in Middle of the East is of “haves” center world.
- i. hegemony it the seems is a its point in lost where in it the United tipping States has Middle history that East.

## **IX. Grammar**

### **1. Identify grammar constructions in the text and translate them into Russian**

- a. The strict and hyper-strategic alliances that characterized the region during the Cold War are now vanishing as a new order seems to emerge that is much more hybrid, unpredictable, and pragmatic.
- b. The wars in Yemen, Syria, and other countries portray the arch rivalry of global and regional players to dominate the region.
- c. It was more of a stage to blame each other.
- d. President Biden also tried to convince and pressurize Saudi Arabia, the United Arab Emirates, and Egypt to cut off all ties with Russia and cease all cooperation.
- e. Although increasing oil production was agreed upon but no party indicated to stop dealing with Russia on trade and energy. More surprisingly, Israel, Washington’s closest ally in the region has also shown a diversion from following the orders of the United States.
- f. Turkey has also turned towards Russia to attain the S-400 system after NATO refused to sell the air defense system.
- g. More importantly, Saudi Arabia has also shown the intention to get the system from Moscow.

- h. The country is collaborating with the European nations to reestablish the Nuclear Deal on acceptable terms.
- i. He favored giving incentives to Iran on the negotiations table to have a peaceful future in the region.
- j. Despite having disagreements over most of the issues, Iran and Saudi Arabia are involved in diplomatic talks to de-escalate the tensions in the region. MBS is looking for diplomatic accommodations with Iran to help the region in development through trade.

2. Replace the infinitive to by in order to in the sentences above where necessary
3. Enlist the functions of all the Infinitives used in the text

#### X. Interpret the text along the following format:

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **Japan Under the DPJ: The Paradox of Political Change Without Policy Change**

### **Part 1**

In 2009, the Democratic Party of Japan (DPJ) brought an end to the long reign of the Liberal Democratic Party (LDP). However, despite high expectations, this politically transformative event has not unleashed significant policy change in Japan. We highlight five electoral factors that have acted as important constraints on policy change under DPJ rule. First, majoritarian electoral rules have led to a convergence in the policy positions of the two major political parties. Second, as the parties' policy positions have become more similar, voters have increasingly cast ballots based on "valence" (i.e., nonpolicy) evaluations. Third, large national vote swings have limited the tenure of young, inexperienced candidates who might otherwise serve as the instigators of reform. Fourth, Japan's electoral rules permit inconsistency across policy positions within parties and discourage greater policy coherence. Fifth, the continuing influence of rural regions has limited the scope of policy reform under the DPJ. The five articles in this special issue assess the impact of electoral constraints on DPJ policymaking from several different perspectives and highlight the importance of the five factors identified above.

### **Part 2**

Kenneth McElwain examines how, since the advent of the new electoral system in the mid-1990s, the locus of electoral attention has shifted from the local/district level to a nationalized party system. For decades, much of the LDP's success was a result of the fact that elections in Japan tended to be highly decentralized: each district remained largely distinct from all others, as campaigns in each tended to focus on local conditions and the individual candidates running for office. McElwain demonstrates how,

in recent years, elections in Japan have become "nationalized," with national parties gaining importance and the vote in each district likely to swing in line with the vote in other districts across the country. This nationalization has created strong incentives for politicians to design campaign platforms that appeal to urban, floating voters. As a result, one might expect a more policy-oriented party system in which party alternation leads to significant policy change.

Ethan Scheiner highlights the ways in which the new electoral system has constrained greater policy differentiation between the DPJ and LDP. He illustrates how LDP and DPJ candidates in each district tend to promote policies that are similar to one another, thus leading voters simply to support the candidate from the national party that they deem most likely to implement reform. Moreover, the first-past-the-post rules have helped the parties remain internally divided, and the newfound stability of the party system also makes it less likely that there will be major partisan realignment to create parties that are based on more consistent ideology. In short, Japan's electoral rules have encouraged the development of what is essentially a two-party system, but one in which elections are not about fundamental policy differences between parties and, therefore, one in which party alternation in power need not produce sharp policy change.

Kay Shimizu analyzes a critical but largely unnoticed institutional change that has altered politics dramatically since 2003. LDP dominance had long been buttressed by the existence of a large number of municipal level politicians who worked on behalf of national LDP politicians who sought reelection. Shimizu demonstrates that in recent years, municipal mergers have reduced the number of such politicians, which in turn undercut much of the foundation of LDP success. At the same time, at the local level, the DPJ did not benefit directly from the new arrangements. Instead, local

governments and politicians have become more independent from both major parties. As a result, at a time of increasing numbers of floating voters, neither the LDP nor DPJ can depend on support from its local base across the country. To succeed, both parties must pay attention to the needs of the increasingly independent and very often, rural localities. This factor cuts against electoral incentives to target urban voters, pulling each political party in contradictory directions.

Phillip Lipsey examines how these electoral constraints affected the DPJ's core campaign promises in the transportation sector. Under traditional LDP rule, Japan had pursued what Lipsey calls "efficiency clientelism." Policies were designed or co-opted to serve a dual purpose: encourage energy efficiency by raising costs diffusely for the general public, while also giving support to key LDP constituents. As McElwain outlines, electoral reform has transformed Japan into a volatile, two-party system that emphasizes broad public appeal over narrow redistribution. Under this new system, it has become difficult to sustain policies that impose diffuse costs on the general public, which is an essential feature of CO<sub>2</sub> reduction measures in the transportation sector. Hence, the DPJ's pledges to reduce transportation costs, which were designed to appeal to the broad electorate, ran up against the prospect of massive increases in greenhouse gas emissions. In addition, consistent with Scheiner's analysis, transportation policymaking has been characterized by internal conflicts within both the LDP and DPJ-traditionalist politicians have often succeeded in reshaping ambitious proposals by reformists to the benefit of their political supporters. The net result has been the de facto nonimplementation of what was a core platform of the DPJ's electoral strategy.

Alisa Gaunder examines the status of women in politics under the DPJ. Here again, the story is one of striking continuity between the LDP and DPJ.

In many ways, there have been increasing incentives in Japan for the promotion of women especially as elections have become nationalized, as campaigns focus more on independent floating voters, and as valence considerations take on greater weight. Not surprisingly, therefore, the DPJ has placed priority on offering greater opportunities to women within its ranks thus creating an image of a change-oriented party and the party has formal rules and programs to encourage the recruitment of female candidates. However, the predominant strategy of the party under the current electoral system has been broadly similar to that of the LDP to use young, inexperienced women as contrast candidates in swing elections against established, male incumbents. With the nationalization of two-party competition, Japanese elections in recent years have come to see massive vote and seat swings, so that female candidates across both parties, although increasing in number, frequently lose in subsequent elections and rarely ascend to leadership positions. As a result, there have been few powerful female leaders in either major party, and few male leaders appear interested in promoting pro-women policy positions. In turn, there has been little progress on such issues under the DPJ.

### Part 3

Taken as a whole, these articles highlight systematic patterns that have emerged through the recent period of major change in Japan. Elections have become fluid, but not in a haphazard way. In contrast to the past, elections are now meaningful contests between large parties, and shifts in the public mood have the power to lead to alternation in power. However, this electoral shift has not led to meaningful differentiation over policies. Despite a platform for ambitious change, the DPJ in power has come to closely resemble the LDP. Both major parties in Japan face stringent, common constraints on policymaking, which lead them to adhere to a relatively

similar set of policies. These policies are oftentimes incoherent to the general public and unpopular, a factor that exacerbates popular disaffection with both major political parties. As a result, Japan's new political system has become characterized by party change without concomitant policy change.

*<https://www.cambridge.org/core/journals/journal-of-east-asian-studies/article/japan-under-the-dpj-the-paradox-of-political-change-without-policy-change/>*

## I. Notes and references

1. majoritarian electoral rules – мажоритарные избирательные правила (система абсолютного большинства)
2. convergence – конвергенция, схожесть, соединение
3. to cast ballots – опустить бюллетень, проголосовать
4. valence – валентность
5. swing elections – выборы, результат которых нельзя предугадать из-за колеблющихся избирателей
6. incumbent – должностное лицо
7. massive vote – массовое голосование
8. seat swings – шаткие места
9. vote swings – колебания голосов
- 10.to target urban voters – нацеливаться на, затрагивать интересы городских избирателей
- 11.tenure – пребывание в должности
- 12.instigators of reform – инициаторы реформ
- 13.coherence – согласованность, взаимосвязанность
- 14.electoral constraints – избирательные ограничения
- 15.floating voters – колеблющиеся избиратели
- 16.to implement reform – осуществить реформу

- 17.the first-past-the-post rules – система относительного большинства, разновидность мажоритарной избирательной системы, при которой для победы достаточно получить больше голосов, чем каждый из соперников по отдельности
- 18.partisan realignment – партийная перегруппировка, перестройка
- 19.constituent – избиратель
- 20.municipal mergers – муниципальные слияния, объединения
- 21.consistent ideology – последовательная идеология

## **II. Active vocabulary**

1. to buttress – укреплять, поддерживать,
2. to undercut – подрывать, ослаблять
3. to cut against – сокращать
4. to shift – сдвинуться, изменить, поменять
5. locus – место, фокус внимания
6. to raise costs – повысить стоимость
7. volatile – нестабильный, изменчивый
8. pledges – обещания, клятвы
9. nonimplementation – невыполнение
- 10.continuity – преемственность
- 11.recruitment – прием на работу
- 12.to unleash – высвободить, отпустить
- 13.predominant – доминирующий, преобладающий
- 14.fluid – гибкий, подвижный, изменчивый
- 15.haphazard – бессистемный, беспорядочный
- 16.inconsistency – непоследовательность
- 17.stringent – строгий, жесткий, обязательный
- 18.to exacerbate – усугублять, осложнять
19. concomitant – сопутствующий

### **III. Questions to the text**

1. What are the main peculiarities of Japanese political system?
2. What does ‘nationalized’ party system mean?
3. What does ‘convergence in the policy positions of the two major political parties’ imply?
4. What is ‘efficiency clientelism’?
5. What was hidden behind LDP dominance?
6. How and why did two major parties target either urban or rural voters?
7. To what extent and why is Japanese political two-party system volatile?
8. Why did the environmental issues play a vital role in the election campaign? Give examples.
9. What are the peculiarities of women position in the political landscape?
10. What are the reasons for public disaffection with both parties?

### **IV. Render the main idea of the text in 5-6 sentences**

### **V. Render the main idea of the text in 10-12 sentences**

### **VI. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

### **VII. Find in the text target information to the following questions and relate it in English**

- a. How did the electoral system change in the mid-1990s according to Kenneth McElwain?
- b. What is the key phenomenon in the electoral process according to Ethan Scheiner?

- c. What has precisely changed since 2003 according to Kay Shimizu?
- d. What happened to the transportation system according to Phillip Lipsey?
- e. What was the predominant strategy of the party according to Alisa Gaunder?

## VIII. Vocabulary

### 1. Complete the sentences using the vocabulary of the text

- a. However, despite high expectations, this politically transformative event has not ... significant policy change in Japan.
- b. ... have led to a ... in the policy positions of the two major political parties.
- c. Third, large national ... have limited the ... of young, inexperienced candidates who might otherwise serve as the ... of reform.
- d. Japan's electoral rules permit ... across policy positions within parties and discourage greater policy ....
- e. This nationalization has created strong ... for politicians to design campaign platforms that appeal to urban, ....
- f. As McElwain outlines, electoral reform has transformed Japan into a ..., two-party system that emphasizes broad public appeal over narrow redistribution.
- g. The newfound stability of the party system also makes it less likely that there will be major partisan ... to create parties that are based on more ... ideology.
- h. Shimizu demonstrates that in recent years, municipal mergers have reduced the number of such politicians, which in turn ... much of the foundation of LDP success.

- i. Policies were designed or co-opted to serve a dual purpose: encourage energy efficiency by ... diffusely for the general public, while also giving support to key LDP ....
- j. The net result has been the de facto ... of what was a core platform of the DPJ's electoral strategy.
- k. Here again, the story is one of striking ... between the LDP and DPJ.
- l. The party has formal rules and programs to encourage the ... of female candidates.
- m. However, the ... strategy of the party under the current electoral system has been broadly similar to that of the LDP to use young, inexperienced women as contrast candidates in swing elections against established, male ....
- n. Elections have become ..., but not in a ... way.
- o. Both major parties in Japan face ..., common constraints on policymaking, which lead them to adhere to a relatively similar set of policies.
- p. These policies are oftentimes incoherent to the general public and unpopular, a factor that ... popular disaffection with both major political parties.
- q. As a result, Japan's new political system has become characterized by party change without ... policy change.

**2. Match the words in box A with the words in box B to form a word combination**

A

1. to depend
2. to focus

B

- a) on
- b) to

- |                       |                      |
|-----------------------|----------------------|
| 3. on behalf          | c) of                |
| 4. to appeal          | d) to                |
| 5. to cut             | e) in                |
| 6. in line            | f) on                |
| 7. similar            | g) with              |
| 8. independent        | h) to                |
| 9. to adhere          | i) in                |
| 10. to lead           | j) the benefit of    |
| 11. a shift           | k) on greater weight |
| 12. to place priority | l) against           |
| 13. to succeed        | m) to                |
| 14. to take           | n) on                |
| 15. to                | o) in                |
| 16. consistent        | p) with              |
| 17. an increase       | q) from              |

### **3. Translate into Russian stable word combinations in full sentences**

- a. The Democratic Party of Japan (DPJ) brought an end to the long reign of the Liberal Democratic Party (LDP).
- b. However, despite high expectations, this politically transformative event has not unleashed significant policy change in Japan.
- c. In recent years, elections in Japan have become "nationalized," with national parties gaining importance and the vote in each district likely to swing in line with the vote in other districts across the country.
- d. Kay Shimizu analyzes a critical but largely unnoticed institutional change that has altered politics dramatically since 2003.

- e. LDP dominance had long been buttressed by the existence of a large number of municipal level politicians who worked on behalf of national LDP politicians who sought reelection.
- f. The DPJ has placed priority on offering greater opportunities to women.
- g. There has been little progress on such issues under the DPJ.
- h. Transportation policymaking has been characterized by internal conflicts within both the LDP and DPJ-traditionalist politicians have often succeeded in reshaping ambitious proposals by reformists to the benefit of their political supporters.
- i. Both major parties in Japan face stringent, common constraints on policymaking, which lead them to adhere to a relatively similar set of policies.

**4. Put the following words into the correct word order to form a meaningful sentence**

- a. altered Kay largely change unnoticed dramatically analyzes institutional 2003 politics has Shimizu critical a since that but
- b. electoral against factor in to voters, contradictory directions urban this party target each incentives pulling cuts political
- c. in set stringent policymaking constraints similar to major lead parties common both on to Japan policies of which face them a relatively adhere
- d. parties shifts and elections in power now the are lead large to to power the contests meaningful in past between to contrast public in mood have alternation the
- e. DPJ's de of the been was of electoral platform facto has what net the core the result strategy nonimplementation a

- f. "valence" policy similar the second based increasingly positions on voters evaluations have more parties' become have cast as ballots
- g. on floating have weight considerations voters on focus in increasing nationalized the been incentives there greater elections as campaigns take women of become have promotion Japan for as valence as independent more and especially
- h. affected examines in transportation Phillip DPJ's these sector core campaign how Lipsey constraints the promises the electoral

## **IX. Grammar**

**1. Find all the Present Perfect Tense verbs in the text and evaluate the tense significance**

**2. Choose the right form of the verbs in brackets (Present Perfect/Past Simple).**

1. In recent years, elections in Japan (become) \_\_\_\_\_ 'nationalized'. 2. That time, the DPJ (not benefit) \_\_\_\_\_ directly from the new arrangements.
3. In recent years, municipal mergers (reduce) \_\_\_\_\_ the number of such politicians.
4. LDP dominance had long been buttressed by the existence of a large number of municipal level politicians who (work) \_\_\_\_\_ on behalf of national LDP politicians who (seek) \_\_\_\_\_ reelection.
5. As a result, there (be) \_\_\_\_\_ few powerful female leaders in either major party.
6. These articles highlight systematic patterns that (emerge) \_\_\_\_\_ through the recent period of major change in Japan.

**3. Identify grammar constructions in the text and translate them into Russian**

- a. McElwain demonstrates how, in recent years, elections in Japan have become "nationalized," with national parties gaining importance and the

vote in each district likely to swing in line with the vote in other districts across the country.

- b. This factor cuts against electoral incentives to target urban voters, pulling each political party in contradictory directions.
- c. Policies were designed or co-opted to serve a dual purpose: encourage energy efficiency by raising costs diffusely for the general public, while also giving support to key LDP constituents.
- d. Not surprisingly, therefore, the DPJ has placed priority on offering greater opportunities to women within its ranks thus creating an image of a change-oriented party and the party has formal rules and programs to encourage the recruitment of female candidates.
- e. Japanese elections in recent years have come to see massive vote and seat swings, so that female candidates across both parties, although increasing in number, frequently lose in subsequent elections and rarely ascend to leadership positions.

**4. Reformulate the sentences above with the participles using clauses and evaluate which variant is more eloquent and reasonable**

**X. Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...

- My conclusions regarding the content of this text are as follows...

## **XI. Additional tasks on Text Organization**

### **1. Words to refer to one's conclusions**

In Russian there exists a generic phrase «автор считает, что» that introduces one's opinion on an issue or research result. Find all the possible contextual equivalents to the Russian phrase (at least 5) in the text.

#### **1. Linking words**

- A. Put the linking words from the text into the correct column to show what they express.
- B. Add more linking words and phrases into the columns.
- C. Underline the ones that are more appropriate for formal use.

While; in contrast to; however; as a result; in tum; thus; hence; therefore; despite; in many ways; in addition; instead; fourth; moreover; fifth; in short; first; at the same time; second; here again; taken as a whole; third.

<b>Sequence</b>	<b>Addition</b>	<b>Contrast</b>	<b>Consequence</b>	<b>Summary</b>	<b>Concession</b>

## **АНГЛИЙСКИЙ ЯЗЫК. ЭКОНОМИКА**

### **International Trade**

If you can walk into a supermarket and find Costa Rican bananas, Brazilian coffee, and a bottle of South African wine, you're experiencing the impacts of international trade. International trade is the purchase and sale of goods and services by companies in different countries. Consumer goods, raw materials, food, and machinery all are bought and sold in the international marketplace.

International trade allows countries to expand their markets and access goods and services that otherwise may not have been available domestically. As a result of international trade, the market is more competitive. This ultimately results in more competitive pricing and brings a cheaper product home to the consumer.

Global trade allows countries to use their resources more efficiently. Different countries have different assets and natural resources: land, labour, capital, technology. This allows some countries to produce the same good more efficiently; in other words, more quickly and at a lower cost. Therefore, they may sell it more cheaply than other countries. If a country cannot efficiently produce an item, it can obtain it by trading with another country that can. This is known as specialization in international trade.

For example, England and Portugal have historically been used, as far back as in Adam Smith's *The Wealth of Nations*, to illustrate how two countries can mutually benefit by specializing and trading according to their own comparative advantages. In such examples, Portugal is said to have plentiful vineyards and can make wine at a low cost, while England is able to more cheaply manufacture cloth given its pastures are full of sheep.

A more contemporary example of comparative advantage is China's advantage over the United States in the form of cheap labour. Chinese

workers produce simple consumer goods at a much lower cost. On the other hand, the comparative advantage for the U.S. is in specialized, capital-intensive labour. American workers produce sophisticated goods or investment opportunities at lower costs. Specializing and trading along these lines benefit each country.

Why doesn't the world have open trading between countries then? There are many reasons, but the most influential is something that economists call rent seeking. It occurs when one group organizes and lobbies the government to protect its interests. Say, for example, the producers of American shoes understand and agree with the free-trade argument but also know that cheaper foreign shoes would negatively impact their own interests. Even if workers would be most productive by switching from making shoes to making computers, nobody in the shoe industry wants to lose their job or see profits decrease in the short run. This desire could lead the shoemakers to lobby for protectionist policy, such as extra tariffs or even outright bans on foreign footwear.

Nowadays the world economies have become much intertwined. Both consumers and nations benefit through international trade, focusing on producing the goods they have a comparative advantage in. Though some countries limit international trade to protect domestic businesses, international trade has shown to benefit economies as a whole.

<https://www.investopedia.com/insights/what-is-international-trade/>

### **Exercises to texts:**

#### **1. Notes and references**

Adam Smith's *The Wealth of Nations* – книга "Исследование о природе и причинах богатства народов" Адама Смита (1776)

## **2. Active vocabulary**

1. **purchase and sale** – покупка и продажа  
**to purchase and to sell** – покупать и продавать
2. **good** – товар  
**goods and services** – товары и услуги  
**consumer goods** – потребительские товары  
**sophisticated goods** – технически сложные товары
3. **raw materials** - сырье
4. **trade** – торговля  
**to trade in sth with sb** – торговать чем-л. с кем-л.  
**international trade (=global trade)** – международная торговля  
**free-trade** – свободная торговля
5. **assets** - активы
6. **cost** – стоимость, затраты, расходы  
**at a low(er) cost** – по (более) низкой стоимости, с (более) низкими затратами
7. **benefit (from)** – приносить пользу; извлекать пользу  
**mutually benefit**  
**mutually beneficial** - взаимовыгодный
8. **advantage in sth over sb** - преимущество  
**comparative advantage** – сравнительное преимущество  
**competitive advantage** – конкурентное преимущество
9. **labour (Am.E. labor)** – труд, рабочая сила  
**cheap labour** - дешевый труд, дешевая рабочая сила  
**capital-intensive labour** – капиталоёмкий труд
10. **lobby sb for sth/ to do sth** – лоббировать, продвигать
11. **in the short/long run** – в краткосрочной/долгосрочной перспективе
12. **protectionist policy** – политика протекционизма

13. **tariffs** – (таможенные) тарифы

14. **ban on** – запрет (на)

15. **domestic** – внутренний, национальный (*ант.* international, global)

### **3. Questions to the text**

1. What is international trade?
2. What evidence of global trade can we see in everyday life?
3. What are the benefits of international trade?
4. What is specialization in international trade? What causes it and what are its consequences?
5. What is comparative advantage? Give examples.
6. Why does the author mention Adam Smith?
7. Is international trade free? Why / why not?
8. What is protectionist policy and what measures does it involve?
9. What motivates protectionism?
10. Why would American shoe producers engage in rent seeking behavior?
11. What types of labour are described in the text? Explain the difference.
12. What assets might a country have? Give some examples.
13. What position does the author take regarding free trade and protectionism?

### **4. Render the main idea of the text in 5-6 sentences**

### **5. Render the main idea of the text in 10-12 sentences**

### **6. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**7. Find in the text target information to the following questions and relate it in English**

1. Does everyone benefit from global trade?
2. What are the arguments for and against free trade?
3. What are the arguments for and against protectionism?

**8. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words)**

**Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

*domestic/ raw materials/ mutually benefit/ international trade / lobby/ trade/ goods and services / tariffs or bans / competitive/ comparative advantages/ protectionist/ consumer goods*

1. Two countries can \_\_\_\_\_ by specializing and \_\_\_\_\_ according to their own \_\_\_\_\_.
2. \_\_\_\_\_ producers \_\_\_\_\_ for \_\_\_\_\_ policy, such as extra \_\_\_\_\_ on foreign footwear.
3. \_\_\_\_\_ allows countries to access \_\_\_\_\_ from other countries which results in a more \_\_\_\_\_ market.
4. \_\_\_\_\_, \_\_\_\_\_, food, and machinery all are bought and sold in the international marketplace.

**2. Match/combine the words/verbs/nouns in box A with words/verbs/nouns in box B to form a word combination**

- |                 |                   |
|-----------------|-------------------|
| 1. purchase and | a. goods          |
| 2. goods and    | b. low cost       |
| 3. consumer     | c. labour         |
| 4. rent         | d. trade          |
| 5. lower        | e. advantage      |
| 6. raw          | f. intensive      |
| 7. cheap        | g. benefit        |
| 8. capital      | h. short/long run |
| 9. comparative  | i. services       |
| 10.in the       | j. materials      |
| 11.at a         | k. sale           |
| 12.mutually     | l. cost           |
| 13.free         | m. seeking        |

### **3. Translate into Russian stable word combinations in full sentences.**

1. *Comparative advantage* is an economy's ability to produce a particular *good* *or* *service* *at a lower cost* than its trading partners and as a result *benefit* from *trading in it*.
2. A *capital-intensive* business invests capital in its *machinery* and other *assets* in order to increase the *production* that results in the higher *profits*.
3. *Free trade* is good for *consumers* as it reduces prices by eliminating *tariffs* and increasing *competition*.
4. A *discussion* of *labour standards* at the *WTO* will encourage *protectionist lobbies* to resist the *comparative advantage* of countries with *cheap labour*.

## **Grammar**

**1. Identify grammar constructions in the text that are characteristic of the scientific**

**style of speech and translate them into Russian.**

**2. Find in the text sentences that contain complex subject**

**3. Complete the sentences using complex subject structure.**

1. Those declarations **proved** \_\_\_\_\_ (Those declarations are false).
2. These measures **proved** \_\_\_\_\_ (These measures give positive results).
3. This investment **has proven** \_\_\_\_\_ (This investment provides high returns).
4. This sector **has shown** \_\_\_\_\_ (This sector is very strong in the recent economic crisis).
5. This policy **has shown** \_\_\_\_\_ (This policy expands the market).
6. Rent seeking **showed** \_\_\_\_\_ (Rent seeking leads to protectionist lobbying).
7. Economists **appear** \_\_\_\_\_ (Economists agree with this theory).
8. This investment **is said** \_\_\_\_\_ (This investment has no risk).
9. This law **is said** \_\_\_\_\_ (This law affects 2.8 million workers).

## **Final exercise**

Interpret the text along the following format:

- The text is entitled...

- The text refers to such..... an area of scientific research
  - The author of the text takes the following position...
  - The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
  - The Russian tradition of scientific research involves...
  - My conclusions regarding the content of this text are as follows...

## **Factors of Production**

Choices concerning what goods and services to produce are choices about an economy's use of its factors of production, the resources available to it for the production of goods and services. The value, or satisfaction, that people derive from the goods and services they consume and the activities they pursue is called utility. Ultimately, then, an economy's factors of production create utility; they serve the interests of people.

The factors of production in an economy include labour, capital, land (natural resources), entrepreneurship, and technology. These basic building blocks may be used in different ways to produce different goods and services, but they still lie at the core of production.

### **Labour**

Labour is human effort that can be applied to production of goods and services. People who are employed or would like to be but are currently unemployed are considered part of the labour available to the economy.

In some contexts, it is useful to distinguish two forms of labour. The first is the human equivalent of a natural resource. It is the natural ability an untrained, uneducated person brings to a particular production process. But most workers bring far more.

The skills a skilled worker has as a result of education, training, or experience that can be used in production are called human capital. Students who are attending a college or university are acquiring human capital. Workers who are gaining skills through experience or through training are acquiring human capital. Children who are learning to read are acquiring human capital.

The amount of labour available to an economy can be increased in two ways. One is to increase the total quantity of labour, either by increasing the number of people available to work or by increasing the average number of

hours of work per week. The other is to increase the amount of human capital possessed by workers.

## **Capital**

The first human beings very early on began shaping stones into tools. Those tools were the first capital because they were produced for use in producing other goods – food and clothing.

Modern examples of capital are tools (hammers, screwdrivers), transportation equipment (cars and trucks), facilities (roads, bridges, ports, and airports), and buildings; they help us to produce goods and services.

Capital does not consist solely of physical objects. The score for a new symphony is capital because it will be used to produce concerts. Computer software used by business firms or government agencies to produce goods and services is capital. Capital may thus include physical goods and intellectual discoveries.

One thing that is not considered capital is money. A firm cannot use money directly to produce other goods. Firms can, however, use money to acquire capital. Money is a form of financial capital. Financial capital includes money and other — paper assets (such as stocks and bonds) that represent claims on future payments. These financial assets are not capital, but they can be used directly or indirectly to purchase factors of production or goods and services.

*<https://courses.lumenlearning.com/suny-microeconomics/chapter/factors-of-production/>*

### **Exercises to texts:**

#### **1. Active vocabulary**

1. **factors of production** – факторы производства
2. **utility** - полезность

3. **natural resources** – природные ресурсы
4. **entrepreneurship** - предпринимательство  
**entrepreneur** – предприниматель
5. **labour** (*Am.E. labor*) – труд, рабочая сила  
**skilled/ unskilled labour** – квалифицированная /  
неквалифицированная рабочая сила
6. **employ** – нанимать, брать на работу  
**unemployed** – безработный  
**employer** - работодатель  
**employee** - сотрудник
7. **to train sb** – обучать, проводить подготовку  
**untrained** – необученный
8. **production process** – производственный процесс
9. **transportation equipment** – транспортное оборудование,  
транспортные средства
10. **facilities** – приспособления, сооружения, объекты
11. **capital** - капитал
  - to acquire capital** – приобретать капитал
  - financial capital** – финансовый капитал
  - human capital** – человеческий капитал
12. **assets** - активы
  - paper assets** – бумажные активы
  - financial assets** – финансовые активы
13. **stocks** - акции
14. **bonds** - облигации

## 2. Questions to the text

1. What are factors of production and how are they used?

2. What is utility?
3. What is labour? How do they measure labour in the economy?
4. Is labour homogeneous?
5. What is the economic difference between skilled and unskilled labour?
6. What is human capital and how can it be acquired?
7. How can you increase the amount of labour available?
8. What is capital? Give examples of capital throughout human history.
9. Is money capital? Why/ why not?
10. How can capital be acquired?

**3. Render the main idea of the text in 5-6 sentences**

**4. Render the main idea of the text in 10-12 sentences**

**5. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**6. Find in the text target information to the following questions and relate it in English**

1. Why do factors of production include those particular factors?
2. Is it possible to change the amount of available labour/capital/other factor? How?
3. What is the relation between financial assets and capital?

**7. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words)**

## Vocabulary

### 1. Complete the sentences using the vocabulary of the text

*employed / factors of production / paper assets / untrained / stocks and bonds / natural resources / financial capital/ skilled / human capital/ unemployed/ entrepreneurship*

1. The \_\_\_\_\_ include labour, capital, land (\_\_\_\_\_), \_\_\_\_\_ and technology.
2. People who are \_\_\_\_\_ or would like to be but are currently \_\_\_\_\_ are considered part of the labour.
3. A(n) \_\_\_\_\_ person and a(n) \_\_\_\_\_ worker represent different types of labour. Only the latter has acquired \_\_\_\_\_.
4. \_\_\_\_\_ includes money and other \_\_\_\_\_ (such as \_\_\_\_\_)

### 2. Match/combine the words/verbs/nouns in box A with words/verbs/nouns in box B to form a word combination

- |               |               |
|---------------|---------------|
| 1. factors of | a. assets     |
| 2. paper      | b. worker     |
| 3. human      | c. resources  |
| 4. stocks and | d. process    |
| 5. natural    | e. production |
| 6. production | f. skills     |
| 7. untrained  | g. capital    |
| 8. skilled    | h. capital    |
| 9. gain       | i. bonds      |
| 10. acquire   | j. person     |
| 11. amount of | k. labour     |
| 12. number of | l. people     |

**3. Translate into Russian stable word combinations in full sentences**

1. The firms use *capital*, *skilled labour*, and *unskilled labour* to produce a product.
2. **The most important resource** in any economy is its *human capital*—that is, the collective knowledge, skills, experience, and health of the *workforce*.
3. *Capital assets* are significant pieces of property such as homes, cars, investment properties, *stocks*, *bonds*, and even art.
4. This academic *paper* presents a *utility-based* model of *asset* pricing.
5. *Untrained employees* cannot produce high-quality products.
6. While *unemployment* is most commonly thought of in terms of labour, any of the other *factors of production* (capital, land, and *entrepreneurship*) can be unemployed.
7. To *acquire capital* businesses usually *raise funds* through capital funding programs to purchase these assets.

**Grammar**

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian.**

**2. Find in the text sentences that contain *quantity of*, *number of*, *amount of***

**3. Complete the sentences with *quantity*, *number*, *amount***

1. The \_\_\_\_\_ **of labour** available to an economy can be increased in two ways. One is to increase the total \_\_\_\_\_ **of labour**, either by increasing the \_\_\_\_\_ **of people** available to work or by increasing the average \_\_\_\_\_ **of hours** of work per week. The

other is to increase the \_\_\_\_\_ **of human capital** possessed by workers.

2. We use a huge \_\_\_\_\_ **of paper** in the office every day.
3. The \_\_\_\_\_ **of time** it took to finish the job was very frustrating.
4. A great \_\_\_\_\_ **of students** volunteer each year for environmental projects.
5. You only need a very small \_\_\_\_\_ **of cement** to mix with the sand.
6. A large \_\_\_\_\_ *of tourists to Malta come from the continent.*
7. *I have a reasonable \_\_\_\_\_ of work this week.*
8. I have a \_\_\_\_\_ **of things** I want to talk to you about.
9. *He has a certain \_\_\_\_\_ of respect for the sales team.*
10. *The police appropriated a large \_\_\_\_\_ of money after the raid.*
11. *The \_\_\_\_\_ of cars imported from Japan has increased.*
12. *The cargo of the ship that ran aground consisted of a large \_\_\_\_\_ of computer consoles.*
13. **They need to increase the \_\_\_\_\_ of meat consumed per person.**
14. **The company usually refuses a large \_\_\_\_\_ of applicants every year.**

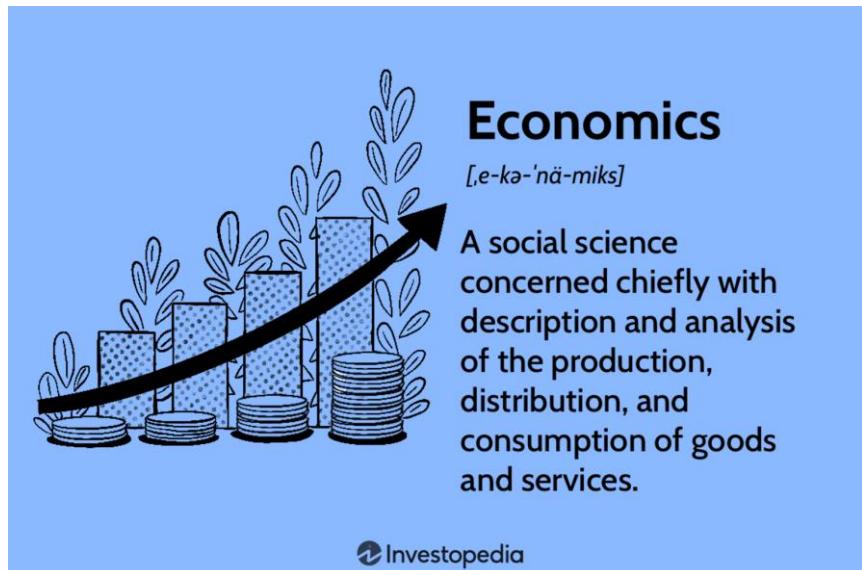
### **Final exercise**

Interpret the text along the following format:

- The text is entitled...
- The text refers to such..... an area of scientific research

- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
  - My opinion on the subject of the research in this text is as follows...
  - The Russian tradition of scientific research involves...
  - My conclusions regarding the content of this text are as follows...

## Defining Economics



<https://www.investopedia.com/terms/e/economics.asp>

Economics is a social science that examines how people choose among the alternatives available to them. It is social because it involves people and their behavior. It is a science because it uses, as much as possible, a scientific approach in its investigation of choices.

All choices mean that one alternative is selected over another. Selecting among alternatives involves three ideas central to economics: scarcity, choice, and opportunity cost.

Our resources are limited. At any one time, we have only so much land, so many factories, so much oil, so many people. But our wants, our desires for the things that we can produce with those resources, are unlimited. We would always like more and better housing, more and better education – more and better of practically everything.

If our resources were also unlimited, we could say yes to each of our wants – and there would be no economics. Because our resources are limited, we

cannot say yes to everything. To say yes to one thing requires that we say no to another. Whether we like it or not, we must make choices.

The choices we confront as a result of scarcity raise three sets of issues.

1. What should be produced? Using the economy's scarce resources to produce one thing requires giving up another. Producing better education, for example, may require cutting back on other services, such as health care. A decision to preserve a wilderness area requires giving up other uses of the land. Every society must decide what it will produce with its scarce resources.

2. How should goods and services be produced? There are all sorts of choices to be made in determining how goods and services should be produced. Should a firm employ a few skilled or a lot of unskilled workers? Should it produce in its own country or should it use foreign plants? Should manufacturing firms use new or recycled raw materials to make their products?

3. For whom should goods and services be produced? If a good or service is produced, a decision must be made about who will get it. A decision to have one person or group receive a good or service usually means it will not be available to someone else. For example, representatives of the poorest nations on earth often complain that energy consumption per person in the United States is 17 times greater than energy consumption per person in the world's 62 poorest countries. Critics argue that the world's energy should be more evenly allocated. Should it? That is a "for whom" question.

So, every economy must determine what should be produced, how it should be produced, and for whom it should be produced.

## **Exercises to text**

### **1 Active vocabulary**

1. economics	the study of the way in which trade, industry, and money are organized
2. economy	the system by which a country produces and uses goods and money
3. scarcity ['skeəsɪtɪ]	shortage, lack
4. cost	expenses
5. opportunity cost	the value of what you lose when choosing between two or more options
6. to produce	make, manufacture, release
7. to give up smth	to stop trying to think of the answer to a question
8. to cut back on smth	to reduce the amount of money being spent on something
9. to preserve	retain, store, protect, save
10. a wilderness ['wɪldənɪs] area	desert, wasteland
11. recycled	processed, recovered
12. consumption	intake, expense, spending
13. to allocate	distribute [dɪs'tribjut]

### **2. Answer the following questions**

1. Why can economics be called a science?
2. What ideas does selecting among alternatives involve?
3. How do you understand the idea of scarcity?
4. What are the three fundamental economic questions?
5. Why should we always make choices?
6. Can we say —yes to everything? Why?

7. Explain the idea of how should goods and services be produced.
8. How do you understand the idea of —for whom should goods and services be produced?

**3. Render the main idea of the text in 5 sentences**

**4. Make up a plan to a detailed recount of the text. Formulate 3 topic sentences to each item on the plan**

**5. Find in the text target information to the following questions and relate it in English**

*selecting among alternatives / the economy's scarce resources / preserve a wilderness area / recycled raw materials / energy consumption / even distribution of energy*

**6. Put 3 questions to the text**

**Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

*cutting back on/ is produced / a few skilled / the alternatives / scarce resources*

1. This study examines how people choose among \_\_\_\_\_ available to them.
2. Producing better education, for example, may require \_\_\_\_\_ other services, such as health care.
3. Every society must decide what it will produce with its \_\_\_\_\_.
4. Should a firm employ \_\_\_\_\_ or a lot of unskilled workers?
5. If a good or service \_\_\_\_\_, a decision must be made about who will get it.

## **2. Match the two columns**

- |                 |  |
|-----------------|--|
| 1. economics    | a. the process of growing or making food, goods or materials, especially large quantities.                             |
| 2. choice       | b. a business whose work involves doing smth. for customers but not producing goods.                                   |
| 3. scarcity     | c. things that are produced to be sold.  |
| 4. production   | d. the study of how a society organizes its money, trade and industry.   |
| 5. goods        | e. shortage of smth. and difficulty to obtain  |
| 6. service      | f. to make smb. do or have smth., especially because it is necessary according to a particular law or set of rules.    |
| 7. resource     | g. an act of choosing between two or more possibilities.   |
| 8. to require   | h. to give smb. a job to do for payment.   |
| 9. to employ    | i. the act of using energy, food or materials.   |
| 10. consumption | j. a supply of smth. that a country, an organization or a person has and can use, especially to increase their wealth. |

## **3. Translate into Russian stable word combinations in full sentences**

1. Economic indicators detail a country's economic performance.
2. Published periodically by governmental agencies or private organizations, economic indicators often have a considerable effect on stocks, employment, and international markets, and often predict future economic conditions that will move markets and guide investment decisions.

3. An economist studies the relationship between a society's resources and its production or output, and their opinions help shape economic policies related to interest rates, tax laws, employment programs, international trade agreements, and corporate strategies.
4. Economists analyze economic indicators, such as gross domestic product and the consumer price index to identify potential trends or make economic forecasts.

## Grammar

- 1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**
- 2. Find in the text sentences that contain Passive Constructions**
- 3. Give an equivalent to the Passive Construction in the present / past / future tense form**
  1. These questions are generally regarded as microeconomic because they focus on individual units or markets in the economy.
  2. Oil in the ground is a natural resource because it is found (not manufactured) and can be used to produce goods and services.
  3. Labor's contribution to an economy's output of goods and services can be increased either by increasing the quantity of labor or by increasing human capital.
  4. Capital is a factor of production that has been produced for use in the production of other goods and services.
  5. Condominiums, or condos, are apartments that are independently owned minus a yard and with common parking facilities and offer many amenities.

## **Final exercise**

**Interpret the text along the following format:**

The text is entitled...

The text refers to such..... an area of scientific research

The author of the text takes the following position...

The author of the text gives an interpretation of the following events (facts)...

My opinion on the subject of the research in this text is as follows...

The Russian tradition of scientific research involves...

My conclusions regarding the content of this text are as follows...

## Opportunity Cost



### Opportunity Cost

[ä-pər-'tü-nə-tē 'kōst]

The potential benefits that an individual, investor, or business misses out on when choosing one alternative over another.

<https://www.investopedia.com/terms/o/opportunitycost.asp>

It is within the context of scarcity that economists define what is perhaps the most important concept in all of economics, the concept of opportunity cost. Opportunity cost is the value of the best alternative forgone in making any choice.

The opportunity cost to you of reading the remainder of this chapter will be the value of the best other use to which you could have put your time. If you choose to spend \$20 on a potted plant, you have simultaneously chosen to give up the benefits of spending the \$20 on pizzas or a paperback book or a night at the movies. If the book is the most valuable of those alternatives, then the opportunity cost of the plant is the value of the enjoyment you otherwise expected to receive from the book.

The concept of opportunity cost must not be confused with the purchase price of an item. Consider the cost of a college or university education. That includes the value of the best alternative use of money spent for tuition, fees, and books. But the most important cost of a college education is the value of the forgone alternative uses of time spent studying and attending class instead of using the time in some other endeavor. Students sacrifice that time

in hopes of even greater earnings in the future or because they place a value on the opportunity to learn. Or consider the cost of going to the doctor. Part of that cost is the value of the best alternative use of the money required to see the doctor. But, the cost also includes the value of the best alternative use of the time required to see the doctor. The essential thing to see in the concept of opportunity cost is found in the name of the concept. Opportunity cost is the value of the best opportunity forgone in a particular choice. It is not simply the amount spent on that choice.

The concepts of scarcity, choice, and opportunity cost are at the heart of economics. A good is scarce if the choice of one alternative requires that another be given up. The existence of alternative uses forces us to make choices. The opportunity cost of any choice is the value of the best alternative forgone in making it.

*Opportunity cost* – «цена выбора», альтернативные издержки, издержки неиспользованных возможностей;

Formula and Calculation of Opportunity Cost

$$\text{Opportunity Cost} = \text{FO} - \text{CO}$$

where:

FO = Return on best forgone option

CO = Return on chosen option

*In 1962, a little known band called The Beatles auditioned for Decca Records. The label decided against signing the band. This decision would have been made because the opportunity cost to sign them did not outweigh the opportunity cost to pass on them.*

## **Exercises to text**

### **1. Active vocabulary**

- |                                 |  |
|---------------------------------|--|
| 1. to forgo                     | to decide not to have or do something,<br>although you want to have it or do it                |
| 2. valuable                     | worth a lot of money, very helpful   |
| 3. to spend (spent, spent)      | to give money as a payment for<br>something, to use energy, effort, force                      |
| 4. to expect                    | to think or believe something will<br>happen   |
| 5. purchase /'pɜː.tʃəs/         | to buy something   |
| 6. price                        | the amount of money for which<br>something is sold   |
| 7. fee                          | an amount of money paid for a<br>particular piece of work or for a particular right or service |
| 8. tuition                      | the activity of teaching, especially to<br>small groups of students                            |
| 9. endeavour [ɪn'deவə]          | to try to do something   |
| 10. to sacrifice /'sæk.rɪ.fais/ | to give up something for something<br>else considered more important                           |

### **2. Answer the following questions**

1. What is the most important concept in all of economics according to economists?
2. What is the opportunity cost?
3. How can we measure the opportunity cost?
4. What economic notion must not the opportunity cost be confused with?
5. What value does university education include?
6. What concepts are at the heart of economics?

**3. Render the main idea of the text in 5-6 sentences**

**4. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**5. Find in the text target information to the following questions and relate it in English**

*scarcity / choice / opportunity cost / give up the benefits / the value of the enjoyment / the purchase price / forgone alternative*

**6. Put 3 questions to the text**

**Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

*the purchase price / scarcity, choice, and opportunity cost / the opportunity cost / forgone /*

1. Opportunity cost is the value of the best alternative \_\_\_\_\_ in making any choice.
2. If the book is the most valuable of those alternatives, then \_\_\_\_\_ of the plant is the value of the enjoyment you otherwise expected to receive from the book.
3. The concept of opportunity cost must not be confused with \_\_\_\_\_ of an item.
4. The \_\_\_\_\_ concepts \_\_\_\_\_ of \_\_\_\_\_ are at the heart of economics.

## **2. Match the two columns**

- |                |   |
|----------------|---|
| 1. value       | a. the act or process of buying smth.   |
| 2. to spend    | b. an amount of money that you pay for professional advice or services.           |
| 3. purchase    | c. to think or believe that smth. will happen or that smb. will do smth.          |
| 4. price       | d. how much smth. is worth in money or other goods for which it can be exchanged. |
| 5. fee         | e. an advantage that smth. gives you.   |
| 6. to expect   | f. the amount of money that you have to pay for smth.                             |
| 7. cost        | g. a thing that you can choose to do or have out of two or more possibilities.    |
| 8. alternative | h. the amount of money that you need in order to buy, make or do smth.            |
| 9. benefit     | i. to give money to pay for goods, services, etc                                  |

## **3. Translate into Russian stable word combinations in full sentences**

1. In economics, risk describes the possibility that an investment's actual and projected returns are different and that the investor loses some or all of the principal.
2. Opportunity cost concerns the possibility that the returns of a chosen investment are lower than the returns of a forgone investment.
3. The key difference is that risk compares the actual performance of an investment against the projected performance of the same investment, while opportunity cost compares the actual performance of an investment against the actual performance of another investment.

## **Grammar**

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences that contain Superlative Adjectives**

**3. Complete the sentences with the superlative form of the adjectives**

1. Asia is the \_\_\_\_\_ continent on Earth. (large)
2. Chris is the \_\_\_\_\_ student in class. (smart)
3. I am the \_\_\_\_\_ person here. (strong)
4. The sun is the \_\_\_\_\_ place in the Solar System. (hot)
5. Light is the \_\_\_\_\_ thing on earth. (quick)
6. The weather in Korea is the \_\_\_\_\_ in August. (warm)
7. I am the \_\_\_\_\_ member of my family. (young)
8. You are the \_\_\_\_\_ student in class. (old)
9. The Nile River is the \_\_\_\_\_ river. (long)
10. Science is the \_\_\_\_\_ subject at school. (interesting)
11. Craig is the \_\_\_\_\_ teacher. (good)
12. Hong Kong is the \_\_\_\_\_ city to live. (expensive)
13. Sally is the \_\_\_\_\_ student in class. (intelligent)
14. This bike is the \_\_\_\_\_ one you can buy. (fast)
15. James is the \_\_\_\_\_ student in class. (tall)

## **Final exercise**

**Interpret the text along the following format:**

The text is entitled...

The text refers to such..... an area of scientific research

The author of the text takes the following position...

The author of the text gives an interpretation of the following events (facts)...

My opinion on the subject of the research in this text is as follows...

The Russian tradition of scientific research involves...

My conclusions regarding the content of this text are as follows...



*<https://www.tencom.com/blog/increasing-demand-for-pultruded-profiles-in-four-sectors>*

Each good or service has its own special characteristics that determine the quantity people are willing and able to consume. One is the price of the good or service itself. Other independent variables that are important determinants of demand include consumer preferences, prices of related goods and services, income, demographic characteristics such as population size, and buyer expectations. The number of pizzas people will purchase, for example, depends very much on whether they like pizza. It also depends on the prices for alternatives such as hamburgers or spaghetti. The number of doctor visits is likely to vary with income – people with higher incomes are likely to see a doctor more often than people with lower incomes. The demands for pizza, for doctor visits, and for housing are certainly affected by the age distribution of the population and its size.

While different variables play different roles in influencing the demands for different goods and services, economists pay special attention to one: the price of the good or service.

Of course, price alone does not determine the quantity of a good or service that people consume. Coffee consumption, for example, will be affected by such variables as income and population. Preferences also play a role. We also expect other prices to affect coffee consumption. People often eat doughnuts or bagels with their coffee, so a reduction in the price of doughnuts or bagels might induce people to drink more coffee. An alternative to coffee is tea, so a reduction in the price of tea might result in the consumption of more tea and less coffee. Thus, a change in any one of the variables held constant in constructing a demand schedule will change the quantities demanded at each price. The result will be a shift in the entire demand curve rather than a movement along the demand curve. A shift in a demand curve is called a change in demand.

Just as demand can increase, it can decrease. In the case of coffee, demand might fall as a result of events such as a reduction in population, a reduction in the price of tea, or a change in preferences. For example, a definitive finding that the caffeine in coffee contributes to heart disease, which is currently being debated in the scientific community, could change preferences and reduce the demand for coffee.

Different goods and services may have different demand shifters, the demand shifters are likely to include consumer preferences, the prices of related goods and services, income, demographic characteristics, and buyer expectations.

*Demand shifters* include preferences, the prices of related goods and services, income, demographic characteristics, and buyer expectations.

## **Exercises to text**

### **1. Active vocabulary**

- |                                   |   |
|-----------------------------------|---|
| 1. to determine                   | to control or influence something directly, or to decide what will happen   |
| 2. to consume                     | to use fuel, energy, or time, esp. in large amounts   |
| 3. variables /'veə.rɪ.ə.bəl/      | a number, amount, or situation that can change  |
| 4. determinant /dɪ'tɜː.mɪ.nənt/   | something that controls or affects what happens in a particular situation   |
| 5. income                         | money that is earned from doing work or received from investments   |
| 6. affect /ə'fekt/                | to have an influence on someone or something  |
| 7. distribution /dɪs'tri'bjuːʃən/ | the process of giving things out to several people, or spreading or supplying something                             |
| 8. shift                          | to (cause something or someone to) move or change from one position or direction to another, especially slightly    |
| 9. curve                          | a line on a graph that shows a relationship between two sets of information, for example changes in price over time |
| 10. increase /'ɪn.kri:s/          | a rise in the amount or size of something   |
| 11. decrease /'di:kri:s/          | the process of something becoming less  |
| 12. contribute /kən'trɪb.ju:t/    | to provide money or support to help another person, company, or organization to achieve its goal                    |

13. reduce /rɪ'dju:s/ to make something less in size, amount, degree, importance, or price

**2. Answer the following questions**

1. What characteristics determine the quantity people are willing and able to consume?
2. Which of them is the most important one?
3. How does price affect the quantity demanded of a good or service?
4. What do consumer preferences depend on?
5. How do you understand the notion —the quantity demanded of a good or service?
6. What can cause changes in demand?
7. What variables affect consumption of goods and services?
8. Different goods and services may have different demand shifters; what are they?

**3. Render the main idea of the text in 5-6 sentences**

**4. Make up a plan to a detailed recount of the text. Formulate 3 topic sentences to each item on the plan**

**5. Find in the text target information to the following terms and relate it in English**

*special characteristics / buyer preferences / relevant goods and services / demographic parameters / indicators / prices for alternative goods / variables / demand shifters*

**6. Put 3 questions to the text**

## Vocabulary

### 1. Complete the sentences using the vocabulary of the text

*an increase / substitutes / demand shifters / willing and able to buy / a reduction*

1. The quantity demanded of a good or service is the quantity buyers are \_\_\_\_\_ at a particular price during a particular period, all other things unchanged.
2. All other things unchanged, the law of demand holds that, for virtually all goods and services, a higher price induces \_\_\_\_\_ in quantity demanded and a lower price induces \_\_\_\_\_ in quantity demanded.
3. \_\_\_\_\_ include preferences, the prices of related goods and services, income, demographic characteristics, and buyer expectations.
4. Two goods are \_\_\_\_\_ if an increase in the price of one causes an increase in the demand for the other.

### 2. Match the two columns

- |              |   |
|--------------|---|
| 1. peak      | a. a period when there is little economic activity and many people are poor or without jobs.  |
| 2. boom      | b. a difficult time for the economy of a country, when there is less trade and industrial activity than usual and more people are unemployed. |
| 3. expansion | c. a situation in which smth. improves or increases over a period of time.  |

- |               |  |
|---------------|--|
| 4. depression | d. a fall in the amount of business that is done; a time when the economy becomes weaker.                            |
| 5. recession  | e. a period of time when the level of smth. is low, especially a time when a business or the economy is not growing. |
| 6. downturn   | f. the point when smb. or smth. is best, most successful, strongest  |
| 7. upturn     | g. an act of increasing or making smth. increase in size, amount or importance.                                      |
| 8. trough     | h. a sudden increase in trade and economic activity; a period of wealth and success.                                 |

**3. Translate into Russian stable word combinations in full sentences**

1. A demand shock is a sudden unexpected event that dramatically increases or decreases demand for a product or service, usually temporarily.
2. A positive demand shock is a sudden increase in demand, while a negative demand shock is a decrease in demand.
3. Either shock will have an effect on the prices of the product or service.

**Grammar**

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences that contain Degrees of certainty – be likely + to do**

**3. Rewrite these sentences changing from *probably* to *likely* or vice versa**

e.g. *I will probably be busy tomorrow.* ➔ *I'm likely to be very busy tomorrow.*

1. The weather forecast said it's likely to snow tonight.
2. The builders probably won't finish until the summer.
3. The meeting will probably finish late.
4. The jury are likely to find him guilty.
5. There will probably be a lot of traffic this evening.
6. It's likely that we'll never know what really happened.
7. We probably won't be here at the weekend.

**Final exercise**

**Interpret the text along the following format:**

The text is entitled...

The text refers to such..... an area of scientific research

The author of the text takes the following position...

The author of the text gives an interpretation of the following events (facts)...

My opinion on the subject of the research in this text is as follows...

The Russian tradition of scientific research involves...

My conclusions regarding the content of this text are as follows...

## Management Skills



### Interpersonal Skills

[in-tər-'pərs-nəl 'skils]

The behaviors and tactics a person uses to interact with others effectively.

 Investopedia

<https://www.investopedia.com/terms/i/interpersonal-skills.asp>

Regardless of organizational level, all managers must have five critical skills: technical skill, interpersonal skill, conceptual skill, diagnostic skill, and political skill.

#### *Technical skill*

Technical skill involves understanding and demonstrating proficiency in a particular workplace activity. Technical skills are things such as using a computer word processing program, creating a budget, operating a piece of machinery, or preparing a presentation.

#### *Interpersonal skill*

Interpersonal skill involves human relations, or the manager's ability to interact effectively with organizational members. Communication is a critical part of interpersonal skill, and an inability to communicate effectively can prevent career progression for managers. Managers who have excellent technical skill, but poor interpersonal skill are unlikely to succeed in their jobs. This skill is critical at all levels of management.

#### *Conceptual skill*

Conceptual skill is a manager's ability to see the organization as a whole, as a complete entity. It involves understanding how organizational units work together and how the organization fits into its competitive environment. Conceptual skill is crucial for top managers, whose ability to see "the big picture" can have major repercussions on the success of the business.

### *Diagnostic skill*

Diagnostic skill is used to investigate problems, decide on a remedy, and implement a solution. Diagnostic skill involves other skills—technical, interpersonal, conceptual, and politic. For instance, to determine the root of a problem, a manager may need to speak with many organizational members or understand a variety of informational documents. The difference in the use of diagnostic skill across the levels of management is primarily due to the types of problems that must be addressed at each level.

### *Political skill*

Political skill involves obtaining power and preventing other employees from taking away one's power. Managers use power to achieve organizational objectives, and this skill can often reach goals with less effort than others who lack political skill. Managers at all levels require political skill; managers must avoid others taking control that they should have in their work positions. Top managers may find that they need higher levels of political skill in order to successfully operate in their environments. Interacting with competitors, suppliers, customers, shareholders, government, and the public may require political skill.

## **Exercises to text**

### **1. Active vocabulary**

conceptual /kən'septʃuəl/

based on ideas

proficiency/prə'fɪʃənsi/

the ability to do something very well

budget /'bʌdʒɪt/	a plan that shows how much money you have and how you will spend it
to prevent /pri'vent/	to stop something happening or to stop someone doing something
to succeed /sək'si:d/	to achieve what you are trying to achieve
entity /'entiti/	something that exists apart from other things
competitive /kəm'petitiv/	wanting to win or to be more successful than other people
environment /in'venərənmənt/	the situation that you live or work in, and how it influences how you feel
repercussions pl /,ri:pə'kʌʃənz/	the effects that an action or event has on something, especially bad effects

## 2. Answer the following questions

1. What skills should managers have?
2. To what extent should managers have computer skills?
3. What can prevent a manager from becoming successful?
4. What helps top managers see “the big picture”?
5. For what purposes are diagnostic skills used?
6. Why is it so important for managers to use political skills?

## 3. Render the main idea of the text in 5 sentences

## 4. Make up a plan to a detailed recount of the text, formulate 3 topic sentences to each item on the plan

**5. Find in the text target information to the following terms and relate it in English**

*demonstrate proficiency / successful communication / competitive environment / necessity to see ‘the big picture’ / significant impact / resolve the issue / being in power / political influence*

**6. Put 3 questions to the text**

**Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

*technical skill / conceptual skill / interpersonal skill / political skill / diagnostic skill*

1. \_\_\_\_\_ is the skill that makes a manager able to recognize opportunities and threat and then select an appropriate course of action to tackle them efficiently so that the organization can benefit them.
2. A manager’s ability to think in the abstract and to view the organization holistically is called \_\_\_\_\_.
3. \_\_\_\_\_ is the ability to use the specialized knowledge, procedures, and techniques of a field of activities.
4. \_\_\_\_\_ helps the manager to identify possible approaches to the situation.
5. \_\_\_\_\_ for a manager is a must as they must be able to convey ideas and information to others and receive information and ideas from others effectively.

**2. Combine the verbs in box A with words in box B to form a word combination**

- |                             |                              |
|-----------------------------|------------------------------|
| 1. have                     | a) organizational objectives |
| 2. create                   | b) problems                  |
| 3. prepare                  | c) a budget                  |
| 4. prevent                  | d) critical skills           |
| 5. succeed in               | e) career progression        |
| 6. have major repercussions | f) power                     |
| 7. see                      | g) their jobs                |
| 8. investigate              | h) a presentation            |
| 9. obtain                   | i) on the success            |
| 10. achieve                 | j) in various environments   |
| 11. operate                 | k) "the big picture"         |

### **3. Translate into Russian stable word combinations in full sentences**

1. Technical skills are not related only for machines, production tools or other equipment, but also they are skills that will be required to increase sales, design different types of products and services, market the products, and services.
2. Conceptual skills are vital for top managers, less critical for mid-level managers and not required for first-level managers, as we go from the bottom of the managerial hierarchy to the top, the importance of these skills will rise.
3. Human or interpersonal management skills present a manager's knowledge and ability to work with people, and these skills enable managers to become leaders and motivate employees for better accomplishments.
4. Diagnostic skill refers to a manager's analytical ability where a manager can logically and objectively investigate and analyzes a

problem or an opportunity and use scientific approaches to arrive at a feasible and optimal solution.

5. Political skill is the most complex of skills in the sense that it is required for establishing the right connections and impressing the right people and then skillfully using these connections to your own advantage.

## Grammar

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences that contain Modal Verbs of Obligation**

**3. Complete the sentences with ‘mustn’t’ or ‘don’t / doesn’t have to’**

1. We have a lot of work tomorrow. You \_\_\_\_\_ be late.
2. You \_\_\_\_\_ tell anyone what I just told you. It’s a secret.
3. The museum is free. You \_\_\_\_\_ pay to get in.
4. Children \_\_\_\_\_ tell lies. It’s very naughty.
5. John’s a millionaire. He \_\_\_\_\_ go to work.
6. I \_\_\_\_\_ do my washing, because my mother does it for me.
7. We \_\_\_\_\_ rush. We’ve got plenty of time.
8. You \_\_\_\_\_ smoke inside the school.
9. You can borrow my new dress but you \_\_\_\_\_ get it dirty.
10. We \_\_\_\_\_ miss the train, it’s the last one tonight.
11. She \_\_\_\_\_ do this work today, because she can do it tomorrow.
12. I \_\_\_\_\_ clean the floor today because I cleaned it yesterday.
13. We \_\_\_\_\_ forget to lock all the doors before we leave.
14. We \_\_\_\_\_ stay in a hotel in London, we can stay with my brother.

15. I \_\_\_\_\_ spend too much money today. I've only got a little left.
16. They \_\_\_\_\_ get up early today, because it's Sunday.
17. I \_\_\_\_\_ eat too much cake, or I'll get fat!
18. We \_\_\_\_\_ be late for the exam.
19. You \_\_\_\_\_ tidy up now. I'll do it later.
20. He \_\_\_\_\_ cook tonight because he's going to a restaurant.

### **Final exercise**

**Interpret the text along the following format:**

The text is entitled...

The text refers to such..... an area of scientific research

The author of the text takes the following position...

The author of the text gives an interpretation of the following events (facts)...

My opinion on the subject of the research in this text is as follows...

The Russian tradition of scientific research involves...

My conclusions regarding the content of this text are as follows...

## **АНГЛИЙСКИЙ ЯЗЫК. ФИЛОЛОГИЯ**

### **The Amazing Benefits of Being Bilingual**

Nowadays a big part of world's population is bilingual or multilingual rather than just monolingual. In addition to facilitating cross-cultural communication, this trend also positively affects cognitive abilities. Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another.

We are surrounded by language during nearly every waking moment of our lives. We use language to communicate our thoughts and feelings, to connect with others and identify with our culture, and to understand the world around us.

And for many people this rich linguistic environment involves not just one language but two or more. Additionally, as non-English native speakers, we are almost forced to learn English. Not in the bad sense, but in today's modern world not being able to communicate in English... It just closes every single door. Literally.

As we have seen so far, there are many benefits of speaking more than one language. Can it be that the human brain is evolved to be multilingual — and that those who speak only one language are not exploiting their full potential? Let's now try to discover what the main benefits of speaking more than one language are.

**1. Enhanced Cognitive Behaviour.** Bilingualism has positive effects at both ends of the age spectrum: Bilingual children as young as seven months can better adjust to environmental changes, while bilingual seniors can experience less cognitive decline.

Knowing more than one language protects your brain against aging. Studies of people with Alzheimers have confirmed that speaking a second language slows the onset of age-related brain disease. The extra work of learning a second language makes your brain stronger, for longer.

**2. Awareness of other cultures.** Being bilingual exposes an individual to diverse customs, ideas, and perspectives from different cultures. Language learning allows you to have a more immersive experience when discovering other cultures. It also *broadens your horizons* and gives you a new perspective on other cultures.

**3. Make travel easier and more enjoyable.** If you are or aspire to be a globetrotter, learning languages is a must! Traveling is way more fun and easier when there isn't a language barrier. You'll be able to talk directly with the locals and make more friends along the way — hence having a more immersive experience. Knowing what food to order without pointing at pictures and asking for directions when you get lost is also a bonus.

**4. Improve competitiveness in the job market.** Speaking a second language can provide more job opportunities, depending on what languages you speak as a native and what languages you have learnt. Communication in the workplace is important, and more companies, especially those with international offices, are considering bilingualism a high priority. Being able to communicate with foreign clients or customers is considered a big advantage too.

**5. Find it easier to learn a third language.** Once you've mastered the grammatical complexities of not one but two languages, learning a third language is easier for you. Learning a second language helps you reflect on your own language and gain a better aptitude for languages in general.

All the above-mentioned can work at any age, meaning that even if you don't speak a second language, you can start language classes tomorrow and still reap the benefits.

By Josep Ferrer

<https://medium.com/midform/the-amazing-benefits-of-being-bilingual-languages-education-children-english-81ce71614538>

## 1. Notes and references

1. Cognitive abilities – когнитивные способности (навыки мозга усваивать и обрабатывать информацию об окружающем нас мире. К ним относят память, внимание, когнитивную гибкость, воображение, речь, возможность логически рассуждать, воспринимать информацию органами чувств.

2. ... is a must! (e.g.: If you want to travel the world, learning languages is a must!) – необходимо, является обязательным условием.

3. way more (*informal*) (e.g. way more fun) – гораздо больше

## 2. Active vocabulary

1. cross-cultural communication – межкультурная коммуникация
2. task-switching capacities – возможности переключения между задачами
3. to inhibit – подавлять, притормаживать
4. literally – буквально
5. to adjust to – приспосабливаться, адаптироваться
6. a globetrotter – путешественник
7. a language barrier – языковой барьер
8. grammatical complexities – грамматические трудности
9. an aptitude – склонность, предрасположенность
10. to reap the benefits – пожинать плоды

### **3. Questions to the text**

1. What are the advantages of the bilingual brain?
2. What is language used for?
3. Why is almost everyone forced to learn English nowadays?
4. Speak on the positive effects of bilingualism for children.
5. Speak on the positive effects of bilingualism for seniors.
6. What are the benefits of being bilingual in cultural perspective?
7. Why is learning foreign languages essential for globetrotters?
8. What does ‘having a more immersive experience’ mean?
9. Speak on the role of a second language knowledge in the job market.
10. How the knowledge of a second language can help you with a third language?

**4. Render the main idea of the text in 5-6 sentences.**

**5. Render the main idea of the text in 10-12 sentences.**

**6. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan.**

**7. Find in the text target information to the following questions and relate it in English.**

1. The benefits of being bilingual for health.
2. The importance of speaking more than one language in cultural perspective.
3. Bilingualism in the job market.

**8. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words).**

## Vocabulary

### 1. Complete the sentences using the vocabulary of the text.

1. Learning a second language helps you gain a better \_\_\_\_\_ for languages in general.
2. Bilingual children as young as seven months can better \_\_\_\_\_ to environmental changes
3. Those who know more than one language can \_\_\_\_\_ one language while using a different one.
4. Within the business context, \_\_\_\_\_ refers to interpersonal communication and interaction across different cultures.
5. \_\_\_\_\_ is an executive function that involves the ability to unconsciously shift attention between one task and another.
6. \_\_\_\_\_ can be a challenge, but working with people of different cultures and backgrounds drives innovation, creativity, and success.

### 2. Match the verbs in column A with the nouns in column B to form a word combination.

- |                   |                       |
|-------------------|-----------------------|
| 1. to inhibit     | a. full potential     |
| 2. to gain        | b. thoughts and ideas |
| 3. to communicate | c. the benefits       |
| 4. to experience  | d. a high priority    |
| 5. to provide     | e. an aptitude        |
| 6. to exploit     | f. one language       |
| 7. to reap        | g. job opportunities  |
| 8. to consider    | h. cognitive decline  |

### **3. Translate into Russian the following word combinations**

Cross-cultural communication, task-switching capacities, bilingual / monolingual brain, to inhibit one language while using another, every waking moment of our lives, to communicate one's thoughts, to exploit one's full potential, at both ends of the age spectrum, to adjust to environmental changes, bilingual seniors, to experience less cognitive decline, to protect one's brain against aging, to expose an individual to other cultures, a more immersive experience, to broaden horizons, a globetrotter, a language barrier, along the way, to provide more job opportunities, to consider smth a high priority, communication in the workplace, grammatical complexities of the language, to reflect on one's own language, to gain a better aptitude for languages, to reap the benefits

### **Grammar**

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences in which gerund is used as a subject**

**3. Rephrase the sentences using gerund is used as a subject**

**Example:** It's very convenient to go there by car. – Going there by car is very convenient.

1. It's so uncomfortable to sleep on the floor.
2. It's great to meet old friends.
3. It's impolite to speak in a loud voice.
4. It's always useful to think.
5. It's boring to clean the flat.
6. It's exciting to travel to other countries.

7. It's simple to give advice.
8. It's not always clever to take other people's advice.
9. It's inconvenient to have much luggage.
10. It wasn't easy to follow the man.

### **Final exercise**

**Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **There are Also Drawbacks to Being Bilingual**

Bilingualism is very common – current estimates are that more than half of the world’s population is bilingual and that this prevalence is rising. Bilinguals of different ages and cultural backgrounds have been shown to be faster and more accurate than their monolingual peers when performing cognitive tasks demanding these abilities. Furthermore, it has been argued that bilingualism may lead to a delayed onset of symptoms associated with dementia.

But the scientific community recently has become increasingly sceptical of the bilingual advantage hypothesis. One of the main points of criticism is that differences between monolinguals and bilinguals when it comes to executive function are not always apparent. This has generated a heated debate, especially in the Bilingualism Forum of the scientific journal Cortex, about whether bilingualism is associated with cognitive advantages or not.

It appears that research on bilingualism is at a turning point. We need to pursue a new approach to understand, beyond those individual examples of executive functions, how the bilingual mind works. We have attempted to address this challenge by testing whether bilinguals and monolinguals differ in terms of how accurately they can assess their own performance.

This ability is called metacognition and is associated with, but separate from, other areas where bilinguals have been shown to have an advantage. Surprisingly, however, we found that bilinguals had less insight into their performance than their monolingual peers.

In an effort to find out whether bilinguals also display advantages in other cognitive abilities (beyond executive function), we evaluated metacognitive processing in young adult monolinguals and bilinguals. Metacognition is the ability to evaluate one’s own cognitive performance or simply to have

“thoughts about thoughts”. This ability is a crucial function of everyday life when we have to make decisions where the outcomes are not immediate.

In our research, we presented participants with a situation in which they had to observe two circles on a screen and guess which one contained more dots. Sometimes the difference was obvious, making the decision easy, while at other times the decision was very difficult (for example, one circle contained 50 dots and the other 49). Participants were then asked to determine how confident they were in their decision on a scale from less to more confident than normal.

Over the course of two experiments, we found that bilinguals and monolinguals were equally likely to choose the circle containing the highest number of dots. However, monolinguals were better able than bilinguals to discriminate between when they were right and when they were wrong. In other words, bilinguals had less insight into their performance than monolinguals. This went against our initial predictions, as we expected to find a bilingual advantage in metacognitive processing. These results indicate that bilingualism may be associated with cognitive disadvantages as well as benefits.

This new research indicates that bilingual people may experience a disadvantage in metacognition. We hope that this new direction in bilingualism research will encourage further attention and enable us to resolve theoretical debate through the adoption of open-minded, empirically driven exploration of cognitive effects (both positive and negative) that may be associated with learning more than one language.

<https://medicalxpress.com/news/2016-04-drawbacks-bilingual.html>

## **1. Notes and references**

1. Cortex – научный журнал, рассматривающий вопросы психологии, неврологии, когнитивистики.
2. Metacognition – метапознание, совокупность знаний человека об основных особенностях познавательной сферы и способах её контроля.

## **2. Active vocabulary**

1. common – распространённый, общепринятый
2. current estimates – текущая оценка
3. when it comes to – когда речь идёт о, когда дело касается
4. (to be at) a turning point – переломный момент
5. in terms of – с точки зрения, в отношении
6. to assess / to evaluate – оценивать
7. crucial – важный, ключевой
8. to indicate – указывать
9. to resolve a debate – решить спор / дискуссию
10. to enable – позволять, давать возможность

## **3. Questions to the text**

1. How widespread is bilingualism nowadays?
2. What advantages of bilingualism are mentioned in the article?
3. Why is the scientific community becoming sceptical of the bilingual advantage hypothesis?
4. What proves that research on bilingualism is at a turning point?
5. What is metacognition?
6. What is crucial about metacognition?
7. Describe the research in question.
8. Who are the participants of the experiment?
9. Speak on the outcomes of the research.

10. Have the research outcomes met the predictions?

**4. Render the main idea of the text in 5-6 sentences**

**5. Render the main idea of the text in 10-12 sentences**

**6. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**7. Find in the text target information to the following questions and relate it in English**

1. Controversial advantages of being bilingual

2. Two experiments on mono- and bilinguals and their outcomes

3. Metacognition

**8. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words)**

## **Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

1. Bilinguals and monolinguals differ \_\_\_\_\_ how accurately they can \_\_\_\_\_ their own performance.

2. Levels above 200 will \_\_\_\_\_ the person is at risk.

3. Differences between monolinguals and bilinguals \_\_\_\_\_ executive function are not always apparent

4. The study \_\_\_\_\_ about the origin of the unique culture of the Chalcolithic people.

5. It is another \_\_\_\_\_ step in implementing the reforms.

6. The research on bilingualism is \_\_\_\_\_ now.

7. Modern computers \_\_\_\_\_ optimization of such designs as complete aircraft.

8. According to \_\_\_\_\_, by 2030 global energy consumption will have increased by more than 50% from today's levels.

**2. Match the verbs in column A with the nouns in column B to form a word combination**

- |                 |                          |
|-----------------|--------------------------|
| 1. to generate  | a. a performance         |
| 2. to assess    | b. further attention     |
| 3. to address   | c. a cognitive task      |
| 4. to pursue    | d. a decision            |
| 5. to encourage | e. a theoretical debate  |
| 6. to find      | f. a challenge           |
| 7. to make      | g. a heated debate       |
| 8. to perform   | h. a new approach        |
| 9. to resolve   | i. a bilingual advantage |

**3. Translate into Russian the following word combinations**

Bilingualism is very common, current estimates, this prevalence is rising, cultural background, monolingual peers, when it comes to executive function, to generate a heated debate, the research is at a turning point, to pursue a new approach, in terms of how accurately they can assess their own performance, a crucial function of everyday life, were equally likely to choose, to discriminate between, had less insight into their performance, initial predictions, to find a bilingual advantage, the results indicate that, to encourage further attention, to resolve theoretical debate, will enable us to resolve theoretical debate, empirically driven exploration.

## Grammar

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences that contain Present Perfect and Past Simple Tenses**

**3. Complete the sentences with the correct form of the verbs in the brackets (Present Perfect or Past Simple)**

1. – Do you know that man? – Oh yes, He's a very good friend of mine. I \_\_\_\_\_ (know) him for about ten years. – I think I \_\_\_\_\_ (meet) him at a business meeting last month.

2. – Mum \_\_\_\_\_ (lose) her purse. – Where \_\_\_\_\_ (she, lose) it? – At the supermarket while she was shopping.

3. – Who was on the telephone? – It \_\_\_\_\_ (be) Jane. – Who is Jane? – Someone who \_\_\_\_\_ (work) in my office for a few years. She's got a new job now, though.

4. – Who is your favourite singer? – Freddie Mercury. He \_\_\_\_\_ (have) a wonderful voice. – I agree. He \_\_\_\_\_ (enjoy) performing live, too.

5. – I \_\_\_\_\_ (see) this film before. – Me too, but I love this actor. He \_\_\_\_\_ (play) a lot of good roles.

6. – Who is that man? – He's an artist. He \_\_\_\_\_ (paint) a lot of beautiful pictures. – I think Van Gogh \_\_\_\_\_ (paint) the most beautiful pictures ever. But his life \_\_\_\_\_ (be) miserable.

7. – I \_\_\_\_\_ (just, hear from) an old friend of mine. – Oh really? – Yes, Jim \_\_\_\_\_ (write) to me. I \_\_\_\_\_ (get) the letter this morning. – That's nice. When \_\_\_\_\_ (you, first, meet) him? – He \_\_\_\_\_ (live) next door to me for three years, but he \_\_\_\_\_ (move) away last June and I \_\_\_\_\_ (not, see) him since.

## **Final exercise**

**Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **Easy Ways to Improve and Expand Vocabulary**

Everyone has ever faced the situation where you feel like you can't say what you mean. Maybe a work contact asked you a question which required a detailed response. Perhaps you were absorbed in a heated discussion with a friend. The exact situation doesn't matter. What does matter is that at that moment, you felt limited by your lack of vocabulary or expressions specific to the situation. Obviously, it takes time to develop an extended vocabulary which covers a breadth of different topics but it's not impossible.

This article reviews seven easy ways to improve your vocabulary and learn new words. You'll be able to communicate more clearly and concisely, and people will understand you more easily.

**1. Read, read, and read.** The more you read – especially novels and literary works, but also magazines and newspapers – the more words you'll be exposed to. As you read and uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.

**2. Keep a dictionary and thesaurus handy.** Use whatever versions you prefer – in print, software, or online. When you uncover a new word, look it up in the dictionary to get both its pronunciation and its meaning(s). Next, go to the thesaurus and find similar words and phrases, and their opposites (synonyms and antonyms, respectively) – and learn the nuances among the words.

**3. Use a journal.** It's a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your everyday vocabulary. Plus, keeping a journal of all your new words can provide positive reinforcement for learning even more words – especially when you can see how many new words you've already learned.

**4. Learn a word a day.** Using a word-a-day calendar or Website – or developing your own list of words to learn – is a great technique many people use to learn new words. This approach may be too rigid for some, so even if you do use this method, don't feel you must learn a new word every day.

**5. Go back to your roots.** One of the most powerful tools for learning new words – and for deciphering the meaning of other new words – is studying Latin and Greek roots. Latin and Greek elements (prefixes, roots, and suffixes) are a significant part of the English language and a great tool for learning new words.

**6. Play some games.** Word games that challenge you and help you discover new meanings and new words are a great and fun tool in your quest for expanding your vocabulary. Examples include crossword puzzles, anagrams, word jumble, Scrabble, and Boggle.

**7. Engage in conversations.** Simply talking with other people can help you learn new words. As with reading, once you hear a new word, remember to jot it down so that you can study it later – and then slowly add the new word to your vocabulary.

by Randall S. Hansen, Ph.D.

<http://www.enhancemyvocabulary.com/improve-expand-vocabulary.html>

## **1. Notes and references**

1. Thesaurus – тезаурус (особая разновидность словарей, в которых указаны семантические отношения (синонимы, антонимы, паронимы и т. д.) между лексическими единицами.)
2. word-a-day website – интернет-сервис, каждый день предлагающий к изучению новое иностранное слово
3. prefixes, roots, suffixes – приставки, корни, суффиксы (части слова)

## **2. Active vocabulary**

1. an extended vocabulary – богатый словарный запас
2. concisely – лаконично, выразительно
3. literary works – литературные / художественные произведения
4. to uncover – находить, выявлять
5. to derive – выводить, извлекать
6. to keep smth handy – держать под рукой
7. approach – подход
8. to decipher – расшифровать
9. to challenge – бросать вызов, подвергать сомнению
10. to expand vocabulary – расширять словарный запас
11. to engage in conversations – вести беседы, вступать в разговоры
12. to jot down – записывать

## **3. Questions to the text**

1. When does one feel limited by the lack of vocabulary? Recall the examples from the article.
2. What is the purpose of the article?
3. How does reading help improve one's vocabulary?
4. What kinds of read are preferable to expand one's vocabulary?
5. Which dictionary format is considered more preferable?
6. How to work with a dictionary and thesaurus?
7. How does keeping a journal help learn new words?
8. Speak on the benefits of a word-a-day calendar.
9. How does the knowledge of Greek and Latin elements help expand one's vocabulary?
10. What kinds of games can develop one's vocabulary?
11. Speak on learning by talking technique.

12. Which techniques work better for you?

- 4. Render the main idea of the text in 5-6 sentences.**
- 5. Render the main idea of the text in 10-12 sentences.**
- 6. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan.**
- 7. Find in the text target information to the following questions and relate it in English.**
  1. How to learn new words?
  2. What services are useful to expand one's vocabulary?
  3. Different approaches to learning new words.
- 8. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words).**

## Vocabulary

- 1. Complete the sentences using the vocabulary of the text.**

1. Read this manual carefully and \_\_\_\_\_ for ready reference.
2. Word games that \_\_\_\_\_ you are a great and fun tool in your quest for \_\_\_\_\_ your vocabulary.
3. I wonder where you get inspiration and material for your \_\_\_\_\_.
4. Studying Latin and Greek roots will help you \_\_\_\_\_ the meaning of some English words.
5. Being able to \_\_\_\_\_ will increase your chances for a successful presentation.
6. Once you hear a new word, remember to \_\_\_\_\_ so that you can study it later.

7. As you read and \_\_\_\_\_ new words, try to \_\_\_\_\_ meaning from the context of the sentence.
8. It takes time to develop \_\_\_\_\_ which covers a breadth of different topics.

**2. Match the adjectives / adverbs in column A with the nouns in column B to form a word combination**

- |                |               |
|----------------|---------------|
| 1. extended    | a. list       |
| 2. rigid       | b. answer     |
| 3. significant | c. work       |
| 4. detailed    | d. approach   |
| 5. running     | e. vocabulary |
| 6. literary    | f. part       |

**3. Translate into Russian the following word combinations**

To require a detailed response, to be absorbed in a heated discussion with smb, to feel limited by the lack of vocabulary, to develop an extended vocabulary, to communicate concisely, literary works, to be exposed to, to uncover new words, to derive meaning from the context, to look up the definition in a dictionary, to keep smth handy, to keep a running list, a rigid approach, to decipher the meaning, a significant part of, a great tool for learning, to engage in conversations, to jot down.

**Grammar**

- 1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**
- 2. Find in the text sentences that contain comparative structure ‘the more... the more...’**

### **3. Complete the sentences with the correct form of the adjectives in the brackets**

**Example:** \_\_\_ you get a new job, \_\_\_ it will be for your family. (soon, good) – The sooner you get a new job, the better it will be for your family.

1. \_\_\_ the hotel is, \_\_\_ the rooms are. (cheap, bad)
2. \_\_\_ the exercises, \_\_\_ for you. (hard, useful)
3. \_\_\_ you walk, \_\_\_ you will become. (far, tired)
4. \_\_\_ the lipstick, \_\_\_ you look. (bright, vulgar)
5. \_\_\_ I get, \_\_\_ I feel. (old, young)
6. \_\_\_ the state, \_\_\_ the laws. (corrupt, numerous)
7. \_\_\_ you watch that film, \_\_\_ it gets. (long, funny)
8. \_\_\_ the flat, \_\_\_ it is. (big, comfortable)

#### **Final exercise**

Interpret the text along the following format:

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **How Does Language Affect Your View of the World?**

It is not a secret that people from different cultures and languages view the world and organise their reality differently. The way they think is influenced by the grammar and vocabulary of their language. To bring it directly to the point: there are certain thoughts and ideas that can only be thought in a particular language. These ideas do not exist in other languages.

People organise space and time based on the language that they use. There was a research conducted on the topic in question. People who speak different languages were shown picture cards with faces of people with a different age. The researchers asked the people to arrange the cards according to age. People who speak English arranged the cards from left to right; this reflects the direction of their writing. For them, young is on the left and old is on the right. For them, time flows from left to right. People who write Hebrew arranged the cards from right to left, this too reflects their writing. The Australian Aborigines do not use the words “left” and “right”. Instead they use the terms “north”, “south”, “east”, and “west”. Unlike English speakers, the aborigines use an absolute reference system for space, and not a relative one like speakers of other languages. They arranged the cards from east to west. This has something to do with the direction of the sun moving, which also moves from east to west.

Colour perception is another example which demonstrates how language can influence the way we think. In the Russian language, for example, there is no single name for the colour blue. If an English speaker says “The pen is blue”, then the pen could be any shade of blue from light blue to dark blue. The Russian language requires the speaker to make a distinction. The person must say “The pen is light blue” or “The pen is dark blue”, because a general term for “blue” does not exist. But does this mean that the Russian speakers think of these as different colours, while having one word for blue causes

English speakers to think of them as the same? The question is, if in a language there is no word for a particular idea or concept, does it mean that its speakers are not aware of the existence of this concept at all?

For example, traditional Japanese does not have a word for “privacy”. Does this mean that the concept of privacy is completely absent in Japanese culture? Certainly different cultural perceptions concerning privacy do exist, but it is hard to imagine a complete absence of this concept. Apparently there was a need for a word and for this reason the English word for privacy was assimilated into the Japanese language.

Does learning a different language change the way you think? It does, if the new language is very different from your own. It may give you some insight into another culture and another way of life. The main difference between various cultures lies in the way they break up reality into categories and label them, as the language and the thoughts are both greatly influenced by the culture.

<https://educheer.com/essays/how-does-language-affects-your-view-of-the-world/>

## **1. Notes and references**

Absolute reference system – абсолютная система отсчёта

Relative reference system – относительная система отсчёта

## **2. Active vocabulary**

1. particular – конкретный, определённый
2. to conduct a research – провести исследование
3. the topic in question – рассматриваемая тема
4. to reflect – отражать
5. to arrange – 1) расположить, 2) организовать
6. to have smth to do with – иметь какое-то отношение к чему-л.

7. perception – восприятие; to perceive – воспринимать
8. to require – требовать
9. to make a distinction – провести различие
10. a general term – общий термин
11. a concept – концепция, понятие
12. apparently – вероятно, предположительно
13. complete absence – полное отсутствие
14. to give an insight – дать представление

### **3. Questions to the text**

1. What does the view of the world depend on?
2. Can all the words and ideas be translated from one language to another?
3. Speak on the research described in the article.
4. What are the differences in perception between English and Hebrew speakers?
5. What is peculiar about the Australian aborigines' perception of the world?
6. What is the difference in colour perception between Russian and English speakers?
7. Speak on the ‘privacy’ concept in the Japanese language.
8. When does learning a new language change the way of thinking?

### **4. Render the main idea of the text in 5-6 sentences**

### **5. Render the main idea of the text in 10-12 sentences**

### **6. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

**7. Find in the text target information to the following questions and relate it in English**

1. Absolute and relative reference systems
2. Differences in colour perception
3. Concepts that exist in one language but do not in another one.

**8. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words)**

**Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

1. Natural capital is a \_\_\_\_\_ for the stock of natural resources; hectares of forest or litres of freshwater, for example.
2. We will \_\_\_\_\_ of this cryptocurrency and give an expert opinion in the near future.
3. Certainly different cultural \_\_\_\_\_ concerning privacy do exist, but it is hard to imagine a \_\_\_\_\_ of this concept.
4. I hope these contributions will \_\_\_\_\_ into some of the current projects of the Institute.
5. The treaty should \_\_\_\_\_ between export- and import-related activities.
6. Many of these changes will have \_\_\_\_\_ with your current activities and behaviours.
7. There are certain thoughts and ideas that can only be thought in a \_\_\_\_\_ language.
8. People who speak English \_\_\_\_\_ the cards from left to right; this \_\_\_\_\_ the direction of their writing.

**2. Match the verbs in column A with the nouns in column B to form a word combination**

- |                |                  |
|----------------|------------------|
| 1. to conduct  | a. a distinction |
| 2. to label    | b. reality       |
| 3. to view     | c. an insight    |
| 4. to make     | d. a research    |
| 5. to give     | e. the world     |
| 6. to organise | f. categories    |

**3. Translate into Russian the following word combinations**

View the world differently, to bring it directly to the point, particular, to conduct a research, the topic in question, to reflect, to arrange from left to right, the direction of writing, time flows from left to right, to have smth to do with, from east to west, colour perception, any shade of blue, to require, to make a distinction, a general term, concept, completely absent, different cultural perceptions, concerning, apparently, to assimilate into, to give an insight.

**Grammar**

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences that contain Conditional I**

**3. Complete the sentences with the correct form of the verbs in the brackets**

1. If Peter \_\_\_\_\_ (come) to my place, we\_\_\_\_\_ (go) to play in the courtyard.

2. If Peter \_\_\_\_\_ (not come) to my place, I \_\_\_\_\_ (watch) TV.
3. If Frank's parents \_\_\_\_\_ (have) their holidays in summer, they \_\_\_\_\_ (go) to the seaside.
4. If they \_\_\_\_\_ (have) their holidays in winter, they \_\_\_\_\_ (stay) at home.
5. If the fog \_\_\_\_\_ (thicken), Harold \_\_\_\_\_ (put up) the tent for the night.
6. When I \_\_\_\_\_ (finish) my work, I\_\_\_\_\_ (go) to the cinema.
7. We\_\_\_\_\_ (buy) this book as soon as our mother\_\_\_\_\_ (give) us some money.
8. When we \_\_\_\_\_ (come) to your place you\_\_\_\_\_ (show) us your present.
9. I\_\_\_\_\_ (return) you your ring when you\_\_\_\_\_ (ask) me.
- 10.I\_\_\_\_\_ (wait) for my friend until he\_\_\_\_\_ (come) from the shop.
- 11.My father\_\_\_\_\_ (start) writing before the sun \_\_\_\_\_ (rise).
- 12.As soon as you \_\_\_\_\_ (finish) your study I\_\_\_\_\_ (present) you with a new flat.

### **Final exercise**

**Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## Saussure – Understanding the Linguistic Value of Language Signs

In his *Course in General Linguistics*, a book complied from notes by his students, linguist, Ferdinand de Saussure investigated language as a structured system of linguistic signs or linguistic units that organise the mass of confused thoughts that fill our minds.

He explained the idea grounding his theory of language being made up of linguistic units that are composed of two parts — a concept or meaning and a sound-image — respectively, ‘the signified’ and ‘the signifier.’ Saussure also explains that the combination of ‘the signifier’ and ‘the signified’ is arbitrary; i.e., any ‘signifier’ or ‘sound-image’ — any string of language sounds — can be created to signify a particular concept. The choice is usually dependent on the community that uses that language. A concrete example would be ‘chair.’ The concept of a ‘chair’ is similar across Western thinking, yet the sound images created to label this object are different across European languages; ‘chaise,’ ‘silla,’ ‘stuhl,’ and ‘sedia’ for example.

Saussure made the point that you cannot divide thought from sound, nor sound from thought, “... *an idea becomes fixed in a sound and a sound becomes the sign of an idea.*” That language is not just an arbitrary naming system. Linguistic signs have values. According to Saussure, the value of a linguistic sign does not come from its intrinsic signification, and it cannot be determined by the sound image alone. In fact, this arbitrarily chosen ‘signifier’ has no value, and the concept — ‘the signified’ — does not have true value by itself because it exists within a language system. Instead, the linguistic value of a sign is determined by other factors within its environment, by the other linguistic signs.

The value of a sign grows in relation to its external environment within the language system, not from its internal components. Linguistic signs can gain value in two distinct ways, both conceptually and materially.

Conceptually, linguistic meanings do not exist in a vacuum; they are not independent. Rather, they are dependent on other linguistic signs within their language system to determine what they are. Therefore, the actual idea or concept that the sign expresses can be understood by what it is not — by its differences to other linguistic signs. For example, if something isn't 'hot' or 'cold,' it must be 'warm.' If something is 'good,' it means it is not 'average' or 'excellent.'

So, one way for a linguistic sign to gain value is through its conceptual nature. The other way is from the material value of the sound-image. The sound image or 'signifier' is defined by its differences from other sound images in the language system in a similar way to the conceptual value —what it isn't determines what it is. Since we distinguish the sounds in a word by their distinct differences to other sounds in the string, we also differentiate linguistic chunks or 'words' from each other by their unique sounds. The word is not its sound alone but its unique distinctive sounds. Its 'phonic differences' enable us to distinguish it from other 'sound images.'

When a negatively-determined sound image (signifier) and a negatively determined concept (signified) combine together they form a 'sign.' To determine their uniqueness and differentiability all signs in a language are related negatively to other sounds around them, but signs in the same language are also related to each other in two further ways — associatively, or paradigmatically, and syntagmatically within language strings.

The overall linguistic value of a 'linguistic unit' or 'sign' is then determined by 4 factors:

1. Its unique concept within a language
2. Its unique sound within a language
3. How it can be combined with other words in a syntactical string
4. Its associated differences and similarities to other language signs

Thus, just as in any system of signs, the linguistic system consists of a series of differences in sounds together with differences in ideas. The differences distinguish one sign from all the others that constitute the system. It is these distinguishing differences of the separate entities that “*create the character and the value of the unit.*”

By Lesley Lanir

<https://medium.com/@llanirfreelance/saussure-understanding-the-linguistic-value-of-language-signs-bc739ecc3960>

## 1. Notes and references

1. Ferdinand de Saussure (Фердинанд де Соссюр, 1857-1913) – швейцарский лингвист, заложивший основы семиологии и структурной лингвистики. Ф. де Соссюр стоял у истоков Женевской лингвистической школы, его идеи оказали существенное влияние на гуманитарную мысль XX века.
2. Course in General Linguistics – «Курс общей лингвистики», основная работа Ф. де Соссюра
3. linguistic units – языковая единица
4. the signified – означаемое
5. the signifier – означающее

## 2. Active vocabulary

1. to be made up of / to be composed of – состоять из
2. respectively – соответственно
3. arbitrary – произвольный, условный
4. intrinsic – внутренний, присущий
5. distinctive – отличительный, характерный
6. to determine – определять, обуславливать
7. to gain value – приобретать ценность

8. separate entities – отдельные элементы
9. to constitute the system – составлять систему
10. to distinguish smth from smth – отличать от

### **3. Questions to the text**

1. Speak on the work *Course in General Linguistics* by Ferdinand de Saussure.
2. What is the language made up of according to Saussure?
3. Which two parts are linguistic units composed of?
4. What does Saussure define as ‘the signified’ and ‘the signifier’?
5. Which concept is similar across Western thinking, yet it sounds differently? Think of some examples of your own.
6. Is the connection between ‘the signified’ and ‘the signifier’ arbitrary?
7. What is the value of a linguistic sign?
8. How do linguistic signs gain value?
9. What is the linguistic value of a ‘sign’ determined by?
10. What does the linguistic system consist of?

### **4. Render the main idea of the text in 5-6 sentences**

### **5. Render the main idea of the text in 10-12 sentences**

### **6. Make up a plan to a detailed recount of the text. Formulate 3-4 topic sentences to each item on the plan**

### **7. Find in the text target information to the following questions and relate it in English**

1. Speak on ‘the signified’ and ‘the signifier’
2. What forms a ‘sign’?
3. What do linguistic meanings depend on?

**8. Put 5-6 questions to the text (3 with question words/special questions and 3 without question words)**

**Vocabulary**

**1. Complete the sentences using the vocabulary of the text**

1. The \_\_\_\_\_ feature of human beings is that they possess an immaterial, rational mind or intellect.
2. These findings show that its activity levels might \_\_\_\_\_ our susceptibility to stress and negative stimuli.
3. The combination of ‘the signifier’ and ‘the signified’ is \_\_\_\_\_, i.e. any string of language sounds can be created to signify a particular concept.
4. My son and daughter are aged three and five \_\_\_\_\_.
5. Our voluntary participants have a lot of \_\_\_\_\_ motivation.
6. Our working group \_\_\_\_\_ six members of the Committee.

**2. Match the adjectives in column A with the nouns in column B to form a word combination**

- |               |               |
|---------------|---------------|
| 1. internal   | a. sounds     |
| 2. separate   | b. meaning    |
| 3. intrinsic  | c. string     |
| 4. linguistic | d. components |
| 5. material   | e. entities   |

- |                |                  |
|----------------|------------------|
| 6. syntactical | f. signification |
| 7. distinctive | g. naming system |
| 8. arbitrary   | h. value         |

**3. Match the verbs in column A with the nouns in column B to form a word combination**

- |                   |                  |
|-------------------|------------------|
| 1. to label       | a. value         |
| 2. to gain        | b. a concept     |
| 3. to signify     | c. an idea       |
| 4. to constitute  | d. uniqueness    |
| 5. to distinguish | e. an object     |
| 6. to determine   | f. the system    |
| 7. to express     | g. between signs |

**4. Translate into Russian the following word combinations**

A book compiled from notes by his students, the idea grounding his theory, is made up of linguistic units, respectively, a string of sounds, to signify a particular concept, across Western thinking, to label an object, across European languages, an arbitrary naming system, intrinsic signification, internal components, material value, distinctive sounds, to determine uniqueness, to gain value, related to each other in two ways, can be combined with, a syntactical string, separate entities.

## Grammar

**1. Identify grammar constructions in the text that are characteristic of the scientific style of speech and translate them into Russian**

**2. Find in the text sentences that contain emphatic structure ‘it is... that’**

**3. Rephrase the sentences using constructions ‘It is/was... that’, ‘it is/was... who’**

**Example:** My sister is watching TV now. – It is my sister who is watching TV now.

1. Melanie is planting flowers in the garden.
2. Sheila is listening to the morning news.
3. Books make us clever.
4. Peter told me about wild animals.
5. Your news disappointed me.
6. My father sent me a nice postcard.
7. Doing nothing makes you very lazy.
8. Saturday morning brought me good news.

### **Final exercise**

**Interpret the text along the following format:**

- The text is entitled...
- The text refers to such..... an area of scientific research
- The author of the text takes the following position...
- The author of the text gives an interpretation of the following events (facts)...
- My opinion on the subject of the research in this text is as follows...
- The Russian tradition of scientific research involves...
- My conclusions regarding the content of this text are as follows...

## **ФРАНЦУЗСКИЙ ЯЗЫК**

### **Le retour du Grand Jeu ?**

Recherches internationales, n° 86, avril-juin 2009, pp. 31-51

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[https://www.persee.fr/doc/rint\\_0294-3069\\_2009\\_num\\_86\\_1\\_1152?q=le+retour+du+grand+jeu](https://www.persee.fr/doc/rint_0294-3069_2009_num_86_1_1152?q=le+retour+du+grand+jeu)

#### I

Avec l'Organisation de coopération de Shanghai (OCS), on trouvera des réminiscences du Grand Jeu, plutôt que de nouvelle guerre froide comme certains ont tendance à le penser. À l'origine, il s'agissait de limiter l'impact que l'implosion de l'URSS avait en Asie centrale : les cinq républiques avaient accédé à une indépendance qu'elles ne réclamaient point et devaient se transmuer en états souverains, la rupture non souhaitée des relations qui liaient les différentes unités de l'espace soviétique obéirait les économies et les sociétés nationales, la sécurité intérieure et extérieure, assurée auparavant par l'ensemble multinational, paraissait incertaine. La Chine s'en inquiétait et, en 1996, elle prit l'initiative de former le Groupe des cinq de Shanghai qui a vite atteint l'objectif fixé (accords de délimitation et de bornage, traité sur l'approfondissement des mesures de confiance aux frontières, traité sur la réduction des forces militaires dans les zones frontalières).

Avec l'adhésion de l'Ouzbékistan en 2001, le groupe a pris son nom actuel, son marché et ses abondantes ressources naturelles, en hydrocarbures notamment, avaient attiré les appétits économiques et/ ou les ambitions géostratégiques de plusieurs acteurs, Turquie (le «rêve pan-touranien » ), Pakistan (la «profondeur stratégique » ), Union européenne et États-Unis (expansion du libre marché et de l'influence géopolitique), sans omettre le djihadisme transnational.

L'invasion de l'Afghanistan au lendemain du 11 septembre a aiguisé les inquiétudes du fait de l'impéritie du Pentagone, de la prolifération des bases américaines et de l'implication de l'OTAN. L'OCS s'est sensiblement étoffée en influence : quatre états (Inde, Iran, Mongolie et Pakistan) ont été admis comme observateurs en 2005 et deux autres (Biélorussie et Sri Lanka) comme partenaires en 2009.

La présence de l'Iran, qui accroît le poids énergétique de l'organisation, a retenu l'attention internationale. L'attraction de l'OCS est à mettre en relation avec la résurgence de la Russie, avec l'émergence de la Chine comme puissance économique de premier rang et avec la stabilisation des stans. Avec le pays le plus étendu et le pays le plus peuplé de la planète, l'ensemble n'est en rien négligeable et, en comptant ses observateurs, elle représente la moitié de l'humanité.

## II

Du fait que les décisions sont prises par consensus, que la Russie a renoncé au «rêve de restauration impériale», que la Chine n'a aucun intérêt à contrôler des populations qui viendraient accroître les poids de ses minorités nationales, que ces deux pays s'équilibrerent et se complètent, les cinq républiques d'Asie centrale trouvent dans l'OCS un cadre adéquat pour faire entendre leurs voix et travailler sur un pied d'égalité avec leurs partenaires, ce qui ne serait pas le cas au sein de l'OTAN ou en tant que périphérie de l'Union européenne.

C'est aussi une instance où se retrouvent des états ayant des différends entre eux -l'Inde et le Pakistan, la Chine et l'Inde, ainsi que tous les voisins immédiats de l'Afghanistan et directement concernés par la situation de ce pays. La compétence de l'OCS s'est étendue au développement économique – exploitation et transport des hydrocarbures, développement des infrastructures, crédits chinois pour faire face à la crise actuelle, à la

coopération culturelle et à la sécurité. Celle-ci concerne la lutte contre le terrorisme, le trafic de la drogue et le crime organisé. Des manœuvres communes ont eu lieu entre forces russes et chinoises et l'interopérabilité s'appuie sur le fait que les armements de la plupart des états membres (et associés) sont de fabrication ou de conception soviéto-russe.

L'OCS n'est pas un avatar du pacte de Varsovie : la coopération et la concertation militaires n'en font pas une alliance, il ne s'agit pas de rivaliser avec l'OTAN et les différends existant avec ce dernier ne sont pas d'ordre idéologique. Tout simplement, l'Atlantique ne baigne pas l'Asie centrale, la sécurité de la région ne saurait dépendre de puissances extérieures et l'implantation de bases étrangères est ici, comme ailleurs, instrument de domination et donc source d'inquiétude. C'est la raison pour laquelle le bail des bases et des facilités américaines dans les stans est précaire.

Par ailleurs, l'OCS ne cherche pas à se constituer en bloc économique, ne serait-ce que parce chacun de ses membres recherchent les investissements étrangers, mais elle peut aider à atteindre ou à conforter une autonomie de décision et de régulation.

Au total, son existence réduit les options de la puissance hégémonique, ce en quoi elle relève du Grand Jeu, mais de façon collective et non plus impériale ; de plus, son existence s'inscrit dans un phénomène plus large de constitution d'ensembles régionaux non dominés et non dominants, susceptibles d'élaborer des normes originales de fonctionnement, de proposer des réponses à certaines au moins des questions de notre temps et donc de donner sens au concept de communauté internationale.

## **1. Vocabulaire:**

implosion зд. развал

se transmuer превращаться

obérer обременять  
bornage m разграничение  
omettre упускать, пропускать  
aiguiser обострять  
impéritie f неспособность, некомпетентность  
s'étoffer усилиться, развиться  
mettre en relation связывать  
résurgence возврат, воскрешение  
stans m. Pl государства средней Азии  
interopérabilité военная совместимость  
précaireзд. слабый  
conforter поддержать, укрепить

## 2. Expressions:

1. limiter l'impact ограничить эффект
2. accéder à une indépendance обрести независимость
3. se transmuer en état souverain превратиться в суверенное государство
4. obérer les économies создавать затруднения для экономики, обременять
5. prendre l'initiative de +v взять на себя инициативу
6. atteindre l'objectif fixé достичь поставленной цели
7. attirer les appétits économiques et/ ou les ambitions géostratégiques возбудить экономические аппетиты и геостратегические амбиции
8. aiguiser les inquiétudes обострить взъянность
9. s'étoffer en influence укрепить свое влияние
10. admettre comme observateur принять в качестве наблюдателя

- 11.prendre la décision par consensus принять решение на основе консенсуса
- 12.accroître les poids de ses minorités nationales придать веса национальным меньшинствам
- 13.travailler sur un pied d'égalité avec leurs partenaires работать на равных началах
- 14.faire face à la crise противостоять кризису
- 15.le trafic de la drogue наркотрафик
- 16.le crime organisé организованная преступность
- 17.des manoeuvres communes совместные учения
- 18.l'implantation de bases étrangères внедрение иностранных баз
- 19.se constituer en bloc économique организоваться в экономический блок
- 20.conforter une autonomie de décision et de régulation поддерживать самостоятельное принятие решений и регулирование

### **3. Questions sur le texte**

#### **I**

1. Pourquoi la Chine a-t-elle pris l'initiative de former l'Organisation de coopération de Shanghai (OCS)?
2. A quelles difficultés les pays de l'Asie centrale étaient-ils confrontés après l'effondrement de l'Union Soviétique ?
3. Pour quelle raison cette organisation est-elle devenue attrayante pour les grandes puissances ?
4. Quels changements l'OCS a-t-elle vu après l'intrusion des forces américaines en Afghanistan ?
5. Que devient l'OCS après l'adhésion de la Russie ?

## **II**

6. Quels avantages l'OCS représente-t-elle pour les pays de l'Asie centrale?
7. Comment les compétences de l'OCS se sont-elles étendues ?
8. Quels problèmes économiques et sociaux l'organisation doit-elle affronter?
9. L'OCS s'est-elle transformée en alliance militaire ?

**4. Exprimez l'idée principale du texte en 6 propositions, puis faites un exposé détaillé du texte en 10-15 phrases**

**5. Rédigez un plan de l'exposé détaillé du texte. Formulez 3-4 phrases dans chaque point du plan**

**6. Trouvez l'information dans le texte**

1. Est-ce que l'OCS représente une alliance militaire ?
2. Est-ce que l'OCS s'est transformée en bloc économique ?
3. Est-ce que la Chine et la Russie ont gardé les ambitions hégémoniques et/ou impériales ?
4. Pour quelles raisons les pays-membres mènent-ils des manoeuvres communes ?

**7. Posez 6 questions sur le texte : 3 questions fermées (avec le mot interrogatif) et 3 questions ouvertes (sans mot interrogatif)**

## Exercices sur le vocabulaire

### 1. Complétez les phrases avec les expressions de la liste à la forme qui convient

*travailler sur un pied d'égalité, se constituer en bloc économique, aiguiser les inquiétudes, attirer les appétits économiques, organiser des manoeuvres communes, admettre comme observateur, atteindre l'objectif fixé, faire face à la crise économique, prendre par consensus, obérer les économies.*

1. Les pays \_\_\_\_\_ pour renforcer la sécurité dans la région.
2. Bien qu'il soit un rechreleur célèbre, il \_\_\_\_\_ avec les jeunes chercheurs.
3. Les pays de l'Asie centrale \_\_\_\_\_ avec l'objectif de développer les liens économiques dans la région.
4. Les pays du bloc ont mené des réformes pour \_\_\_\_\_.
5. Le Pakistan a été \_\_\_\_\_ dans cet organisation.
6. L'implantation des bases américaines \_\_\_\_\_ des puissances régionales.
7. La rupture des relations qui liaient les différentes unités de l'espace soviétique \_\_\_\_\_ et les sociétés nationales.
8. Dans cette organisation toutes les décisions sont \_\_\_\_\_.
9. L'organisation \_\_\_\_\_ ayant trouvé les solutions aux problèmes communs.
10. Les richesses naturelles de ce pays \_\_\_\_\_ des grandes puissances qui en ont besoin pour se développer.

## **2. Reliez les mots pour former des expressions**

Accéder	l'économie
Se transmuer	l'initiative (de+V)
Admettre	à la crise
Aiguiser	de la prolifération des bases militaires
Faire face	comme observateur
Obérer	à une indépendance
Dépendre	l'attention (de+N)
Prendre	en états souverains
retenir /attirer	d'acteurs extérieurs
s'inquiéter	les inquiétudes

## **3. Traduisez en russe les expressions dans les phrases**

1. L'OCS **ne cherche pas à se constituer en bloc économique**, ne serait-ce que parce chacun de ses membres recherchent les investissements étrangers, mais elle peut aider à **atteindre ou à conforter une autonomie de décision et de régulation**.

2. Son existence **s'inscrit dans un phénomène plus large de constitution d'ensembles régionaux non dominés et non dominants**, susceptibles de proposer des réponses à certaines des questions de notre temps et donc de **donner sens au concept de communauté internationale**.

3. La Chine n'a aucun intérêt à contrôler des populations qui **viendraient accroître les poids de ses minorités nationales**.

4. Son marché et ses abondantes ressources naturelles, en hydrocarbures notamment, ont **attiré les appétits économiques et/ ou les ambitions géostratégiques de plusieurs acteurs**.

5. Les cinq républiques d'Asie centrale trouvent dans l'OCS un **cadre adéquat pour faire entendre leurs voix et travailler sur un pied d'égalité avec leurs partenaires.**

**4. Mettez les mots à l'ordre pour former des phrases**

1. l'indépendance Haiti à accédé suite à esclaves la révolte a des.
2. ont présence implantant leur dans la région Les Etats-Unis en les bases dans les pays étendu militaires alliés.
3. colonie s' française est ancienne état transmuée souverain en L'.
4. Les communes des ont rivaux aiguisé les manoeuvres inquiétudes.
5. cette prises Dans toutes les consensus organisation sont décisions par.
6. Les membres drogue des pays trafic représentants pied travaillent sur un pour trouver d'égalité la au solution problème de du la.
7. La initiative a la pris l' Chine de pour former une limiter alliance voisins des l' pays impact de mondiale crise.
8. ont Cinq d'Asie été pays centrale admis observateurs comme.
9. La a économique l'objectif fixé ayant Chine ces conclu accords atteint de dans coopération la sphère et militaire.
10. de voisins gaz ressources et attirent de pétrole appetits Les les économiques pays.

**Exercices sur la grammaire**

- 1. Trouvez dans le texte des phénomènes grammaticaux caractéristiques du style scientifique. Traduisez-les en russe**
- 2. Remplacez les subordonnées relatives par un participe présent ou passé selon le sens**

1. L'Ouzbékistan qui a été admis comme observateur à l'OCS participe aux assemblées de l'organisation.

2. Les cinq républiques d'Asie centrale qui travaillent sur un pied d'égalité avec leurs partenaires trouvent dans l'OCS un cadre adéquat pour faire entendre leurs voix.
3. L'acte qui a été signé par les pays-membres est entré en vigueur.
4. L'OCS qui s'est sensiblement étoffée en influence a admis quatre états comme observateurs.
5. Les bases étrangères qui ont été implantées dans la région aiguisent les inquiétudes des acteurs régionaux.
6. L'interopérabilité s'appuie sur le fait que les armements de la plupart des états qui ont été associés à l'OCS sont de fabrication ou de conception soviéto-russe.
7. Il ne s'agit pas de rivaliser avec l'OTAN et les différends qui existent avec ce dernier ne sont pas d'ordre idéologique.
8. C'est aussi une instance où se retrouvent des états qui ont des différends entre eux - l'Inde et le Pakistan, la Chine et l'Inde, ainsi que tous les voisins immédiats de l'Afghanistan.
9. L'Inde et le Pakistan, la Chine et l'Inde, ainsi que tous les voisins immédiats de l'Afghanistan qui sont directement concernés par la situation de ce pays.
10. La sécurité intérieure et extérieure, qui était assurée auparavant par l'ensemble multinational, paraissait incertaine.

### **Exposez le texte à l'aide des phrases suivantes**

Cet article a pour titre ...

L'article appartient au domaine scientifique ....

L'auteur de l'article prend la position suivante ...

L'auteur donne son interprétation aux événements (aux faits) suivants

Mon opinion sur l'objet de recherche est la suivante ...

La tradition russe des recherches scientifique suppose que ...

Mes conclusions concernant le contenu de l'article sont les suivantes

## **Les vraies raisons du bombardement de Hiroshima et Nagasaki**

*06 Août 2020 Jean Pestieau / Véronique Coteur*

[https://www.solidaire.org/articles/les-vraies-raisons-du-bombardement-de-hiroshima-et-nagasaki?fbclid=IwAR3SeN5J0gtf39syiQaDiCS8IuoclTDcXv2DKmgGS1bVv8qppfSo9cq9\\_G8](https://www.solidaire.org/articles/les-vraies-raisons-du-bombardement-de-hiroshima-et-nagasaki?fbclid=IwAR3SeN5J0gtf39syiQaDiCS8IuoclTDcXv2DKmgGS1bVv8qppfSo9cq9_G8)

6 août 1945. Une bombe explose et tue à elle seule 140 000 personnes. Les Japonais ne le comprendront que plus tard mais les Américains viennent de lancer leur première bombe nucléaire. Pour finir la guerre le plus rapidement possible, comme le prétend l'histoire officielle ? Ou plutôt pour montrer la supériorité américaine sur le reste du monde ?

Avec la capitulation sans condition de l'Allemagne nazie le 8 mai 1945, la Seconde Guerre mondiale touchait à sa fin. Du moins en Europe. Car il fallait encore défaire le Japon militariste. Celui-ci était exsangue. Les États-Unis ont choisi la méthode forte.

Le Président des États-Unis, Harry Truman, décide, fin juillet 1945 d'en finir avec la guerre de manière radicale en utilisant l'arme nucléaire nouvellement mise au point, qui reste jusqu'à présent la plus terrible des armes de destruction massive.

Dans son Journal, Truman note ainsi, le 25 juillet 1945 : « Nous avons découvert la bombe la plus terrible de l'histoire [...]. Nous l'utiliserons contre le Japon d'ici le 10 août. C'est certainement une bonne chose pour le monde que la bande de Hitler ou celle de Staline n'aient pas mis au point cette bombe atomique. Il semble que ce soit l'invention la plus terrible qui ait jamais été faite, mais cela peut aussi être la plus utile. »

Au moment où Truman prévoit d'utiliser la bombe atomique contre le Japon, celui-ci pense à arrêter le combat. En effet, l'armée américaine réussit

à déchiffrer le 31 juillet un télégramme codé du ministère des Affaires étrangères japonais du 26 juillet qui assurait que « Tokyo étudie l'ultimatum allié » : le Japon était prêt à déposer les armes. D'autre part, à la demande expresse de Washington, Staline s'était engagé à déclarer la guerre au Japon, trois mois après la capitulation allemande, soit le 8 août. Or l'entrée en guerre de l'URSS était extrêmement redoutée par les autorités japonaises : l'armée nippone aurait dû combattre sur deux fronts en même temps. Pour les USA aussi, l'entrée en guerre de l'Union soviétique contre le Japon signifie une perte d'influence en Extrême-Orient. Cela n'intéressait plus Truman dès lors qu'il apprenait le test réussi de l'arme nucléaire effectué le 16 juillet 1945.

Le 6 août 1945, un bombardier américain largue une bombe nucléaire sur la ville d'Hiroshima. On estime à 140 000 le nombre de morts. Le 8 août, comme convenu, l'URSS déclare la guerre au Japon. Truman décidé alors de lancer une seconde bombe nucléaire le 9 août, sur la ville portuaire de Nagasaki et tue 75 000 personnes.. Le 15 août, l'empereur Hirohito annonce via la radio la reddition du Japon.

Si le Japon allait de toute façon capituler, pourquoi de tels crimes contre l'humanité ont-ils été commis ? Le témoignage du physicien nucléaire Joseph Rotblat – qui reçut le Prix Nobel de la Paix en 1995 – est éclairant. Celui-ci participait à la mise au point de la première bombe nucléaire à Los Alamos (États-Unis). En mars 1944, il entend le général Leslie Groves (responsable militaire du Projet « Manhattan » qui visait le développement des premières bombes atomiques) affirmer que le but réel de la bombe est de soumettre les Soviétiques. À cette époque, les Soviétiques étaient les alliés des Américains et ils consentaient d'énormes sacrifices en vue de vaincre l'ennemi commun. Une fois l'Allemagne vaincue, Rotblat estima que poursuivre le projet de bombe est immoral et il ne prolonge pas sa

collaboration. Il fut le seul parmi les nombreux scientifiques qui travaillaient au projet de la bombe.

A Hiroshima et Nagasaki, deux crimes contre l'humanité ont été commis. Non pas pour terminer la Seconde Guerre mondiale, comme le prétend l'histoire officielle, mais avant tout pour montrer aux Soviétiques et au reste du monde la supériorité militaire des États-Unis.

Quand, en 1951, le général en chef de l'armée américaine Douglas MacArthur, dans la guerre de Corée (1950 – 1953), menaça de bombarder la Chine au moyen du nucléaire, Harry Truman, président des États-Unis, le démit de ses fonctions. La donne avait changé. L'Union soviétique possédait l'arme nucléaire depuis 1949... Une guerre nucléaire était évitée. C'était le début de l'équilibre de la terreur dans lequel nous vivons toujours...

## 1 Vocabulaire

Exsangue обескровленный

Défaire qn победить, разгромить

Larguer qch сбрасывать (бомбу)

Reddition сдача, капитуляция

Viser qch целить, метить

Soumettre qn, qch покорять, усмирять

## 2. Expressions

1. Lancer une bombe nucléaire сбросить ядерную бомбу
2. Montrer la supériorité sur qn показать к-л свое превосходство
3. La capitulation sans condition безоговорочная капитуляция
4. Toucher à sa fin завершиться
5. En finir avec qch покончить с ч-л
6. Mettre qch au point разработать

7. Une arme de destruction massive оружие массового поражения
8. L'entrée en guerre вступление в войну
9. Déposer les armes сложить оружие
10. Committre les crimes contre l'humanité совершить преступление против человечности
11. Prolonger sa collaboration продолжить сотрудничество
12. Consentir d'enormes sacrifices пойти на огромные жертвы
13. Démettre qn de ses fonctions отстранять от должности
14. l'équilibre de la terreur гонка вооружений

### **3. Questions sur le texte**

1. Quels événements ont eu lieu le 6 et le 8 aout 1945 ?
2. Quelles en étaient les conséquences ?
3. Quelle était la situation du Japon après la capitulation de l'Allemagne nazie ?
4. Quels étaient les projets du président américain ?
5. D'où apprend-on les intentions du Japon ?
6. Quelles sont les intensions du Japon?
7. Pourquoi le Japon redoutait-il l'entrée en guerre de l'Union Soviétique ?
8. Qui est Joseph Rablat ?
9. De quoi témoigne-il ?
10. Quand et comment l'équilibre de la terreur s'est-il formé ?

**4. Exprimez l'idée principale du texte en 6 propositions, puis faites un exposé détaillé du texte en 10-15 phrases.**

**5. Rédigez un plan de l'exposé détaillé du texte. Formulez 3-4 phrases dans chaque point du plan.**

## **6. Trouvez l'information dans le texte :**

1. Truman était-il au courant des intentions des japonais de capituler ?
2. Quel est le vrai but du développement des premières bombes atomiques, selon le physicien nucléaire Joseph Roblat ?
3. Pourquoi le général Mac Arthur a-t-il été démis de ses fonctions?

## **7. Posez 6 questions sur le texte : 3 questions fermées (sans mot interrogatif) et 3 questions ouvertes (avec le mot interrogatif).**

### **Exercices sur le vocabulaire**

#### **1. Complétez les phrases avec les expressions de la liste à la forme qui convient :**

*annoncer la reddition, commettre un crime contre l'humanité, mettre au point, larguer une bombe nucléaire, une arme de destruction massive, l'équilibre de la terreur, consentir d'enormes sacrifices, entrée en guerre, demettre de ses fonctions, en finir avec.*

1. En 1945 les Etats-Unis \_\_\_\_\_ sur la ville japonaise d' Hiroshima.
2. Après la tragédie le gouvernement nippon \_\_\_\_\_ du Japon.
3. Le physicien qui \_\_\_\_\_ la première bombe nucléaire n'a pas prolongé sa collaboration après la capitulation de l'Allemagne nazie.
4. Ayant lancé une bombe atomique sur les populations civiles, ce pays \_\_\_\_\_.
5. Le peuple soviétique \_\_\_\_\_ pour défendre leur pays.

6. \_\_\_\_\_ est une doctrine de l'époque de la guerre froide qui garantit la paix puisque la confrontation nucléaire provoquerait à coup sûr la destruction mutuelle des puissances belligérantes.

7. Les armes nucléaires sont \_\_\_\_\_.
8. Le Japon redoutait \_\_\_\_\_ de l'URSS puisqu'il ne voulait pas combattre sur deux fronts en même temps.
9. Le désarmement nucléaire est une politique qui vise à \_\_\_\_\_ la course aux armements.
10. Ce haut fonctionnaire \_\_\_\_\_ puisqu'il était suspecté de corruption.

## **2. Reliez les mots pour former des expressions**

Lancer	d'enormes sacrifices
Montrer	une bombe nucléaire
Toucher	en guerre
En finir	avec la guerre
Mettre au point	la supériorité sur quelqu'un
Une arme	à sa fin
entrer	de destruction massive
Déposer	les armes
Commettre	une bombe nucléaire l'humanité
Prolonger	quelqu'un de ses fonctions
Consentir	les crimes contre
Démettre	sa collaboration

## **3. Traduisez en russe les expressions dans les phrases**

1. C'est certainement une bonne chose pour le monde que la bande de Hitler ou celle de Staline **n'aient pas mis au point** cette bombe atomique.

2. À cette époque, les Soviétiques étaient les alliés des Américains et ils **consentaient d'énormes sacrifices** en vue de vaincre l'ennemi commun.

3. Le général en chef de l'armée américaine Douglas MacArthur, dans la guerre de Corée (1950 – 1953), menaça de bombarder la Chine au moyen du nucléaire, Harry Truman, président des États-Unis, **le démit de ses fonctions.**

4. Pour les USA aussi, **l'entrée en guerre** de l'Union soviétique contre le Japon signifie une perte d'influence en Extrême-Orient.

5. Une fois l'Allemagne vaincue, Rotblat estima que poursuivre le projet de bombe est immoral et il **ne prolonge pas sa collaboration.**

#### **4. Mettez les mots à l'ordre pour former des phrases**

1. Hiroshima et Nagasaki Les une bombe ont largué Etats-Unis sur nucléaire.

2. redoutait Le l'entrée guerre temps même Japon en de crainte soviétique de l'Union de fronts combattre deux sur en.

3. qui fonctions Le avait général d' la utiliser bombe contre, proposé été a démis la Chine de ses.

4. Le américain mise avait physicien participé à qui point la au de bombe la nucléaire a Prix Nobel reçu la Paix tard le plus de.

5. L' militarisme soviétique a guerre la au Union Japon en pour finir déclaré avec le.

6. En collaboration 1945 Rotblat bombe estima pas que poursuivre projet le de est prolonge immoral et sa il ne.

7. Les Etats-Unis bombe contre Japon voulaient supériorité leur montrer au monde du reste utilisant la en le.

8. La à Hiroshima tragédie Japon et annoncer a Nagasaki obligé le reddition à sa.

9. massacre devenu est clair Il que déposer les était armes la arrêter possibilité seule d' le.

10. sont Les nucléaires armes des de armes massive destruction.

### **Exercices sur la grammaire**

**1. Trouvez dans le texte des phénomènes grammaticaux caractéristiques du style scientifique. Traduisez-les en russe**

**2. Remplacez les répétitions par un pronom démonstratif qui convient**

1. L'Union soviétique a déclaré la guerre au Japon. Le Japon était exsangue.

2. Truman croyait qu'il fallait utiliser la bombe avant que « la bande de Hitler ou la bande de Staline » ne la créent.

3. Après la doctrine de la course aux armements vient la doctrine du désarmement.

4. L'Arsenal nucléaire américain est égal à l'Arsenal nucléaire de l'URSS.

5. La position du président est plus balancée que la position que prend le gouvernement.

6. C'était l'arme la plus terrible qui ait jamais été faite, l'arme dont le président américain avait besoin pour soumettre les Soviétiques.

7. Le plus grand physicien est le physicien qui a mis au point la bombe nucléaire.

8. C'était le début d'une autre guerre, la guerre qu'on appelle froide.

9. Il y a deux types de personnes : les personnes qui aiment la guerre et les personnes qui aiment la paix.

10. Il y a des gens qui soutiennent la guerre et les gens qui ne la soutiennent pas.

**Créez les substantifs à partir des verbes suivants :**

1. capituler
2. démettre
3. prolonger
4. entrer
5. mettre au point
6. finir
7. détruire
8. rendre
9. défaire
10. soumettre

**Exposez le texte à l'aide des phrases suivantes**

Cet article a pour titre ...

L'article appartient au domaine scientifique ....

L'auteur de l'article prend la position suivante ...

L'auteur donne son interprétation aux événements (aux faits) suivants

Mon opinion sur l'objet de recherche est la suivante ...

La tradition russe des recherches scientifiques suppose que ...

Mes conclusions concernant le contenu de l'article sont les suivantes

## **Histoire et évolution de la langue arabe**

(Par le Professeur Samir Abu-Absi)

L'arabe est l'une des principales langues parlées au monde avec plus de 300 millions de personnes dans divers pays arabes l'utilisant comme langue maternelle. Elle est aussi majoritairement utilisée en République centrafricaine du Tchad, pays non-arabe, et de façon minoritaire dans plusieurs autres pays, dont l'Afghanistan, Israël (où l'arabe et l'hébreu sont conjointement langues officielles), l'Iran et le Nigeria. En 1974, l'arabe a été adopté comme l'une des six langues officielles des Nations Unies, rejoignant le chinois, l'anglais, le français, le russe et l'espagnol. Plus d'un milliard de musulmans dans des pays comme l'Inde, l'Indonésie, le Pakistan et la Tanzanie étudient l'arabe comme langue étrangère principale ou secondaire pour l'usage liturgique et savant. Aux États-Unis, plusieurs communautés musulmanes et arabes utilisent l'arabe dans leurs échanges quotidiens et à des fins religieuses.

L'arabe appartient à la famille des langues afro-asiatique (ou chamito-sémitique) constituée de plus de trois cents langages, dont certains se sont éteints et d'autres ont été utilisés de façon secondaire comme langue liturgique. L'arabe et l'hébreu sont les deux principaux exemples de langues sémitiques vivantes tandis que le Haoussa et divers dialectes Berbères sont des exemples de survivance des langages Hamites. Le plus ancien exemple connu, d'Arabe consigné, est une inscription trouvée dans le désert syrien et datant du IVe siècle après JC. Les tribus arabes préislamiques qui ont vécu dans la péninsule arabique et dans les régions voisines ont eu une florissante tradition orale poétique. Mais, jusqu'au huitième siècle de notre ère, elle ne fut pas systématiquement rassemblée et enregistrée sous forme écrite. Ce langage poétique, sans doute le résultat de la fusion de divers dialectes, finit par être considéré comme un style littéraire

ou raffiné qui représentait un lien culturel entre les différentes tribus. Le Prophète Muhammad a reçu les messages de Dieu en arabe par l'intermédiaire de l'ange Gabriel sur une période de vingt-trois ans, de 610 à 632 après JC. Le Saint Coran, contenant ces messages, fut initialement mémorisé par des récitants professionnels. Avec la propagation de l'Islam, différents accents dans la prononciation du Coran apparurent jusqu'à ce qu'une version normalisée (avec des notations pour les différents accents) soit achevée sous le troisième calife, Uthman Ibn Affan, au milieu du septième siècle de notre ère. Comme de plus en plus de non-arabophones se convertirent à l'islam, le Coran devint le lien le plus important entre les musulmans, Arabes et non-Arabes, vénéré pour son contenu et admiré pour la beauté de son langage. Les Arabes, indépendamment de leur religion, et les musulmans, quel que soit leur origine ethnique, tiennent en plus haute estime la langue arabe et la considèrent comme le véhicule d'un riche patrimoine culturel. C'est cette relation intime entre le Coran et l'arabe qui a donné à la langue son statut spécial et qui a contribué à l'arabisation de populations diverses.

*Histoire et évolution de la langue arabe (lescahiersdelislam.fr)*

1. liturgique – литургический (относящийся к богослужению; по содержанию связанный с богослужением)
2. famille (f) des langues afro-asiatique (ou chamito-sémitique) – афроазиатские, или, реже, «семито-хамитские» языки - макросемья (надсемья) языков, которая включает шесть семей языков, имеющих признаки общего происхождения (наличие родственных корневых и грамматических морфем).

3. le Haoussa – хáуса, крупнейший по числу носителей язык чадской семьи. Распространён в Западной Африке, широко используется как язык межэтнического общения, в особенности среди мусульман.
4. dialectes Berbères – берберские диалекты, которые относятся к одной из двух подсемей берbero-гуанчской семьи, входящей в афразийскую макросемью. Берберские языки распространены по территории Северной Африки от Средиземноморского побережья до рек Сенегал и Нигер на юге и от Атлантического побережья до западного Египта на востоке.
5. consigné – записанный
6. après JC [зé-зы-кри] ou [зé-зы-крис्�т] – после Рождества Христова
7. elle ne fut pas ....rassemblée et enregistrée – здесь употреблена форма письменного прошедшего времени Passé Simple, которое обозначает действие или факт, относящийся полностью к истекшему периоду и не связанный своим результатом с настоящим.
8. raffiné (e) – изысканный, утончённый
9. récitant (m) – чтец
10. calife (m) – титул верховного главы мусульман, совмещавшего светскую и духовную власть, как преемник Магомета, в государствах арабов до 13 века. Титул египетского, а затем турецкого султана, как духовного главы всех мусульман.
11. quel que soit – какой бы ни был (а)

### Vocabulaire actif

1. majoritairement – в основном, главным образом
2. de façon minoritaire – в меньшей степени
3. hébreu (m) – иврит
4. conjointement – совместно

5. rejoindre – присоединиться к ...
6. appartenir à ... – принадлежать к ...
7. s'éteindre – угасать, вымирать, исчезать
8. survie (f) – сохранение, выживание
9. langage (m) – язык, речь
  - 1) языковая способность, то есть способность выражать свои мысли и общаться с помощью системы речевых и графических знаков.
  - 2) любая структурированная система невербальных знаков, выполняющих коммуникативную функцию : le langage gestuel (язык жестов), le langage animal (язык животных).
  - 3) стиль речи, характерный для социальной или профессиональной группы, сферы деятельности (напр, le langage administratif, le langage familier)
  - 4) манера выражаться, выбор терминов при обращении к кому-либо : Quand il ne sera plus en colère, il tiendra un tout autre langage.
  - 5) совокупность методов, используемых художником при выражении своих чувств и своего представления о мире
10. inscription (f) – надпись
11. tribu (f) – племя
12. florissant (e) – процветающий, цветущий
13. fusion (f) – слияние
14. par l'intermédiaire de ... – посредством ...
15. propagation (f) – распространение
16. version normalisée (f) – нормализованная версия
17. notation (f) – обозначение, условный знак
18. vénérer – почитать
19. véhicule (m) – 1) транспортное средство 2 ) носитель

### **1. Répondez aux questions :**

1. Quelle est l'importance de la langue arabe dans le monde actuel ?
2. Dans quels pays a-t-il le statut de la langue maternelle ?

3. Dans quels pays non arabes est-il parlé ? Quel est son statut et son rôle dans ces pays ?
4. Depuis quand la langue arabe fait-il partie des langues officielles des Nations Unies ?
5. À quelle famille de langues l'arabe appartient-il ?
6. Quel est le plus ancien exemple connu de l'arabe écrit ?
7. Quand et pour quelles raisons la langue arabe a-t-elle commencé à être rassemblée et enregistrée sous forme écrite ?
8. Comment est né le Coran, le texte sacré de l'Islam ?
9. Comment peut-on expliquer l'apparition de différents accents dans la prononciation du Coran ?
10. Quand la version normalisée du Coran est-elle apparue ?
11. Quel est le rôle du Coran dans le monde arabe et non-arabe, ainsi que dans l'arabisation de populations diverses ?

**2. Tirez du texte l'idée principale (5-6 phrases), ensuite faites un résumé plus détaillé du texte (10-12 phrases)**

**3. Faites un plan pour un compte-rendu détaillé. Formulez pour chaque point 3 à 4 phrases**

**4. Relevez dans le texte les informations suivantes:**

- Quels langages Hamites existe-t-il actuellement ?
- Quelles sont les langues officielles de l'ONU ?
- Dans quel pays l'arabe et l'hébreu sont-ils conjointement langues officielles ?

**5. Posez 6 questions sur le texte (3 questions avec des mots interrogatifs, 3 questions sans mots interrogatifs)**

## Lexique

### 1. Complétez les phrases avec les mots suivants en faisant les accords et les transformations nécessaires :

*propagation (f), fusion (f), langage (m), usage (m), tribu (f) (2 fois), hébreu (m), des fins, appartenir à (au Présent), s'éteindre (au Passé Composé), majoritairement, conjointement, minoritaire, liturgique, florissant (e), savant(e), datant, consigné, vénétré pour*

1. L'arabe est une langue ..... , compliquée et très riche. C'est une langue de culture et de commerce.
2. L'arabe ..... la famille des langues afro-asiatique. Certaines langues afro-asiatiques ..... , d'autres ont été utilisées de façon secondaire comme langue .....
3. Au début du VIII<sup>e</sup> siècle en Syrie, au Liban et en Palestine, où la majorité de la population parlait un dialecte araméen et où ..... arabes étaient présentes dans le voisinage, les langues locales furent, pour la plupart, remplacées par l'arabe.
4. Le Coran est le lien le plus important entre les musulmans, Arabes et non-Arabes, ..... son contenu et admiré pour la beauté de ..... .
5. Avec ..... de l'Islam, différents accents dans la prononciation du Coran apparurent jusqu'à ce qu'une version normalisée soit rédigée au milieu du septième siècle de notre ère.
6. Les tribus arabes préislamiques ont eu une ..... tradition orale poétique. Ce langage poétique, qui était le résultat de ..... de divers dialectes, représentait un lien culturel entre les différentes .....
7. Les musulmans dans des pays comme le Pakistan, l'Indonésie, l'Inde et la Tanzanie utilisent l'arabe comme langue étrangère pour ..... liturgique et savant.

8. La langue arabe est ..... utilisée en République centrafricaine du Tchad, pays non-arabe, et de façon ..... dans plusieurs autres pays dont l'Afghanistan, Israël (où l'arabe et ..... sont ..... langues officielles), l'Iran et le Nigeria.
9. Certaines communautés musulmanes et arabes aux États-Unis utilisent l'arabe dans la vie quotidienne et à ..... religieuses.
10. Le plus ancien exemple connu, d'Arabe ..... , est une inscription trouvée dans le désert syrien et ..... du IVe siècle après JC.

**2. Faites entrer les expressions ci-dessous dans des phrases:**  
majoritairement utilisé (e); utilisé(e) de façon minoritaire; langue étrangère principale; langue étrangère secondaire; pour l'usage savant; les échanges quotidiens; sous forme écrite; divers dialectes; un lien culturel; par l'intermédiaire de; de plus en plus de .... ; indépendamment de; le patrimoine culturel.

**3. Traduisez en trouvant les équivalents russes des mots et des expressions en italique:**

1. L'arabe appartient à la famille des langues afro-asiatique (ou chamito-sémitique) constituée de plus de trois cents langages, dont certains *se sont éteints* et d'autres ont été utilisés *de façon secondaire* comme langue liturgique.
2. Les Arabes, indépendamment de leur religion, et les musulmans, *quel que soit* leur origine ethnique, *tiennent en plus haute estime* la langue arabe et la considère comme *le véhicule d'un riche patrimoine culturel*.
3. Aux États-Unis, plusieurs communautés musulmanes et arabes utilisent l'arabe dans leurs *échanges quotidiens* et à *des fins religieuses*.

4. Le plus ancien exemple connu, *d'Arabe consigné*, est une inscription trouvée dans le désert syrien et *datant du IVe siècle après JC.*

**4. Mettez les mots dans le bon ordre pour former des phrases :**

1. langue étrangère principale / l'usage / l'Inde, l'Indonésie, le Pakistan et la Tanzanie/ Plus d'un milliard / pour / étudiant / comme / ou secondaire / liturgique et savant / de musulmans / dans des pays comme / l'arabe
2. le Coran / le lien / entre / et l'arabe / à / son statut spécial / a donné / et a contribué/ à la langue arabe / de populations diverses / l'arabisation
3. vivantes / les deux / et l'arabe / principaux exemples / langues sémitiques / de/ l'hébreu / sont
4. Le Haoussa / sont / vivants / et / dialectes Berbères / des exemples / Hamites/ divers/ de langages
5. l'une des / six langues / en 1974, / a été / comme / l'arabe / officielles / Nations Unies / des / adopté

**Production orale**

**Interprétez le texte en utilisant les phrases et les expressions suivantes:**

Le titre du texte est ..... Le texte appartient au domaine de la recherche scientifique, lié à ..... C'est un article de presse ..... L'auteur du texte prend la position suivante ..... L'auteur du texte donne une interprétation des événements (faits) suivants ..... . J'en suis arrivé à mon opinion sur le sujet étudié dans ce texte. À mon avis, ..... . La tradition russe de la recherche scientifique suggère ..... . Mes conclusions concernant le contenu de ce texte sont ..... .

## Grammaire

### Exercices

- a) Répérez dans le texte *Histoire et évolution de la langue arabe* la phrase avec le pronom relatif «**dont**», traduisez-la en russe.
- b) **Faites des phrases avec le pronom relatif «**dont**» en faisant les transformations et les accords nécessaires.**

*Exemples :*

*Le football est un sport populaire. – Les étudiants parlent de ce sport. Le football, dont les étudiants parlent, est un sport populaire.*

*Tu es satisfait de ce projet de loi. Mais ce projet n'est pas si bon. – Le projet dont tu es satisfait n'est pas si bon.*

1. Mon rapport contient différentes propositions. Quatre propositions sont particulièrement importantes.

---

2. Les fonctionnaires fédéraux canadiens doivent s'assurer de sauvegarder et de gérer les documents officiels. Ils sont responsables de ces documents.

---

3. Cette question présente une difficulté sérieuse. Vous devez en avoir conscience.

---

4. Voici un livre que je te recommande. Tu en as besoin pour tes études.

---

5. Retenez ces mots. Leur orthographe est très difficile.

---

6. Daniel est propriétaire de deux maisons. L'une des maisons se trouve au bord de la mer.

---

7. La ville de Colmar est petite, mais charmante. Nicolas est originaire de cette ville. –

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8. Dans ce département il y a de nombreux lacs. Certains sont aménagés pour toutes les activités nautiques. –

---

9. Nous faisons un beau spectacle. Le public parlera de ce spectacle. –

---

10. Le violoniste et compositeur vénitien de musique baroque Tomaso Albinoni a composé environ quatre-vingts opéras. Il ne reste pratiquement rien de ses opéras.

### Exercice

a) Dans le texte *Histoire et évolution de la langue arabe* trouvez les phrases avec les verbes au **Passé Simple**

b) Mettez le texte suivant au **Passé Simple** :

Alice (regarder) \_\_\_\_\_ pensivement le champignon pendant une bonne minute, en essayant de distinguer où se trouvaient les deux côtés ; mais, comme il était parfaitement rond, le problème lui (paraître) \_\_\_\_\_ bien difficile à résoudre. Néanmoins, elle finit par étendre les deux bras autour du champignon aussi loin qu'elle le (pouvoir) \_\_\_\_\_ , et en (détacher) \_\_\_\_\_ du bord, un morceau de chaque main. « Et maintenant, lequel des deux est le bon ? » se (dire) \_\_\_\_\_ -elle en grignotant un petit bout du morceau qu'elle tenait dans sa main droite, pour voir l'effet produit ; l'instant d'après, elle (ressentir) \_\_\_\_\_ un coup violent sous le menton : il venait de heurter son pied ! Terrifiée par ce changement particulièrement soudain, elle (comprendre) \_\_\_\_\_ qu'il n'y avait pas de temps à perdre, car elle rapetissait rapidement ; aussi,

elle (entreprendre) \_\_\_\_\_ de manger un peu de l'autre morceau. Son menton était tellement comprimé contre son pied qu'elle avait à peine assez de place pour ouvrir la bouche; mais elle (finir) \_\_\_\_\_ par y arriver et (parvenir) \_\_\_\_\_ à avaler un fragment du morceau qu'elle tenait dans sa main gauche. « Enfin ! ma tête est dégagée ! » s' (exclamer) \_\_\_\_\_ -t-elle d'un ton ravi ; mais, presque aussitôt, son ravissement se (transformer) \_\_\_\_\_ en vive inquiétude lorsqu'elle s'(apercevoir) \_\_\_\_\_ qu'elle ne retrouvait nulle part ses épaules : tout ce qu'elle pouvait voir en regardant vers le bas, c'était un cou d'une longueur démesurée, qui semblait se dresser comme une tige, au-dessus d'un océan de feuilles vertes, bien loin au-dessous d'elle.

## **En Turquie, la vie avec 100 % d'inflation**

La Turquie n'arrive pas à contrôler la hausse des prix, au plus haut depuis 25 ans. L'inflation poursuit son envol pour le 17e mois consécutif, avec une augmentation mensuelle de 85,5 % en rythme annuel en octobre selon les chiffres officiels, mais de plus de 100 % selon des sources indépendantes. Les Turcs ne cessent de voir leur pouvoir d'achat s'effondrer. Rien ne semble devoir stopper la violente crise inflationniste qui secoue la Turquie depuis près d'un an et demi. Selon les chiffres officiels de l'Institut statistique de Turquie (TÜİK) publiés ce jeudi, l'inflation atteint 85,5 % *sur un an glissant* au mois d'octobre. Une telle hausse des prix n'avait plus été constatée depuis 1997 dans le pays. Les prix ont augmenté de 3,5 % sur le seul mois d'octobre par rapport à septembre. Selon l'Institut statistique de Turquie, les consommateurs turcs sont particulièrement touchés par l'augmentation du prix des transports (en hausse de 117 % sur un an), de l'alimentation (qui a pris 99 % sur douze mois) et des logements (une augmentation annuelle de 85 %). Des dépenses contraintes, en partie impactées par la flambée mondiale des prix de l'énergie. Très dépendante de l'importation d'énergie, de produits agricoles et de pièces pour son industrie, la Turquie est frappée par la dépréciation de sa monnaie nationale. La livre turque a perdu 28 % de sa valeur face au dollar depuis le début de l'année et s'était déjà écroulée de 44 % face au billet vert en 2021. Pourtant, à rebours de la tendance mondiale, la Banque centrale de la République de Turquie (BCRT) poursuit une baisse de ses taux directeurs, conformément aux conceptions peu orthodoxes du président turc Recep Tayyip Erdogan, selon lequel, à rebours de la quasi-totalité des économistes, des taux d'intérêt bas luttent contre l'inflation. En octobre, la Banque centrale a ainsi abaissé, pour le troisième mois consécutif, son principal taux directeur de 12 % à 10,5 % et a déjà annoncé publiquement son intention de passer à un taux à un chiffre

d'ici la fin de l'année. « La BCRT a réduit les taux d'intérêt de 350 points de base lors de ses trois dernières réunions. De même, elle annonce une nouvelle baisse de 150 points de base pour novembre. Nous pensons que le cycle actuel de réduction des taux pourrait continuer à affaiblir la livre turque et à alimenter l'inflation », estime Enver Erkan, économiste en chef de la société stambouliote Tera Investment. Le gouverneur de la BCRT, Sahap Kavcioglu, assume cette politique. Mercredi 2 novembre, devant l'Askon, un syndicat patronal proche du pouvoir, il a affirmé que la baisse des taux directeurs finirait par « venir à bout de l'inflation de manière durable ». Un discours au diapason de celui du président Erdogan, mercredi soir, qui donnait rendez-vous « après le Nouvel An » à ceux qui le critiquent sur le sujet. Une référence à une promesse faite en septembre par le chef de l'Etat : « Je pense que l'inflation va baisser avec des taux d'intérêt bas après le nouvel An et je plaide en ce sens. »

1. sur un an glissant – за текущий год, в годовом исчислении

(«*Une année glissante*» est une période de 12 mois qui commence et se termine un jour déterminé. Les années glissantes sont parfois utilisées par les agences gouvernementales et les entreprises.)

2. orthodoxe – традиционный, обычный, классический

3. assumer – принимать, признавать, брать на себя ответственность за

4. au diapason de – в соответствии с..., в том же духе, что и...,  
созвучный с ...

5. plaider – 1) выступать за что-то, утверждать, подтверждать,  
доказывать

2) судиться, выступать в суде

## Vocabulaire actif

1. poursuivre – продолжить
2. envol (m) – взлет
3. pour le troisième mois consécutif – уже 3-й месяц подряд
4. s'effondrer – стремительно падать, обрушиться  
~ effondrement (m) – обрушение, падение, обвал
5. *syn.* s'écrouler – обвалиться, обрушиться, упасть, развалиться
6. secouer – сотрясать, трясти
7. hausse (f) (рост) # baisse (f) (снижение, понижение)
8. être en hausse (растя) # être en baisse (снижаться)
9. atteindre – достигать, достичь
10. augmenter de ... (3%) – 1) повысить 2) повысится, вырасти на ....  
(3%)
11. abaisser de ... = baisser de – понизить на ..., снизить на ...
12. alimentation (f) – продовольствие, питание
13. alimenter – подпитывать, питать  
~ alimenter l'inflation – зд. подстегивать инфляцию
14. contraint (- e) – вынужденный
15. flambée (f) – 1) вспышка 2) резкий, внезапный рост / подъем
16. pièce (f) – 1) деталь, часть 2) изделие, объект 3) штука, единица 4)  
участок 5) комната 6) документ 7) пьеса
17. dépréciation (f) – обесценивание, девальвация  
~ se déprécier – обесцениться, девальвироваться
18. à rebours de – наперекор
19. taux d'intérêt – процентная ставка
20. taux (m) directeur – ключевая ставка
21. point (m) de base – базисный пункт (единица измерения кредитных  
ставок)

22. de même – также
23. affaiblir – ослабить
24. gouverneur (m) – управляющий в некоторых финансовых организациях (таких, как Центральный банк, МВФ и некоторых других)

**1. Répondez aux questions :**

1. Comment peut-on caractériser la situation économique actuelle en Turquie ?
2. Depuis quand la Turquie est-elle touchée par une crise inflationniste ?
3. Quel est le taux d'inflation en Turquie ?
4. Dans quels secteurs les prix ont-ils le plus augmenté ?
5. Quelles sont les causes de la dépréciation de la monnaie nationale ?
6. Quelles en sont les conséquences ?
7. Quelle politique monétaire la Banque centrale de la République de Turquie mène-t-elle ?
8. Cette politique est-elle en concordance avec les théories économiques classiques et l'opinion de la quasi-totalité des économistes ? Argumentez votre réponse.
9. Quelle est la position du président turc Recep Tayyip Erdogan à ce sujet ?
10. Quelle est votre opinion concernant la crise économique en Turquie et la politique monétaire appliquée par le président Recep Tayyip Erdogan et la Banque centrale turque ? Quelle solution à cette crise pourriez-vous suggérer ? Argumentez votre réponse.

**2. Tirez du texte l'idée principale (5-6 phrases), ensuite faites un résumé plus détaillé du texte (10-12 phrases)**

**3. Faites un plan pour un compte-rendu détaillé. Formulez pour chaque point 3 à 4 phrases**

**4. Relevez dans le texte les informations suivantes :**

- Comment les prix sur les transports, l'alimentation et le logement ont-ils évalué en 2021-2022 ?
- En quelle année a-t-on constaté le précédent record annuel d'inflation en Turquie?
- Combien la livre turque a-t-elle perdu par rapport au dollar en 2021 ?

**5. Posez 6 questions sur le texte (3 questions avec des mots interrogatifs, 3 questions sans mots interrogatifs)**

### **Production orale**

**Interprétez le texte en utilisant les phrases et les expressions suivantes:**

Le titre du texte est ..... Le texte appartient au domaine de la recherche scientifique, lié à ..... C'est un article de presse ..... L'auteur du texte prend la position suivante ..... L'auteur du texte donne une interprétation des événements (faits) suivants ..... . J'en suis arrivé à mon opinion sur le sujet étudié dans ce texte. À mon avis, ..... La tradition russe de la recherche scientifique suggère ..... . Mes conclusions concernant le contenu de ce texte sont ..... .

### **Lexique**

**1. Traduisez les mots suivants en français et complétez les phrases ci-dessous en faisant les transformations et les accords nécessaires :**

*снижение, девальвация, питание, управляющий, резкое повышение, ... месяц подряд, вынужденный, повыситься,*

**понизить, достичь, продолжить, стремительно упасть**  
*(поставьте все глаголы в Passé Composé)*

1. La Banque centrale de la République de Turquie (BCRT), mise de facto sous tutelle du chef de l'État, ..... une baisse de ses taux directeurs.
2. En octobre 2022, la banque centrale turque ..... encore ....., pour le troisième mois ....., son principal taux directeur de 12 % à 10,5 % *(поставьте глагол в Passé composé)*.
3. Le 19 mars 2021 ..... de la Banque centrale de Turquie Naci Agbal a été limogé et remplacé par l'économiste et homme politique Sahap Kavcioglu, selon un décret présidentiel.
4. L'inflation poursuit son envol en Turquie où elle ..... son niveau record en 25 ans.
5. Le président turc Recep Tayyip Erdogan défend les récentes ..... des taux d'intérêt de la Banque centrale du pays.
6. L'ÖTV (impôt spécial sur la consommation en Turquie) sur les boissons alcoolisées et le tabac ..... de 22,30% en 2022, ce qui a affecté les prix de l'alcool et des cigarettes.
7. Suite à l'inflation de plus de 100%, le pouvoir d'achat des consommateurs turcs ..... complètement ..... *(поставьте глагол в Passé composé)*.
8. Les dépenses ....., liées à l'augmentation du prix des transports, de ..... et des logements, pèsent lourd sur le budget des ménages turcs.
9. Le pays est confronté à ..... de l'inflation, causée notamment par l'effondrement de sa monnaie.
10. Quelles sont les conséquences de ..... de la livre turque ?

**2. Faites entrer dans les phrases les mots suivants en faisant les transformations et les accords nécessaires : *à rebours de, en hausse de, en baisse de, pouvoir (m) d'achat, taux (m) directeur, point (m) de base, taux (m) d'intérêt***

1. En octobre 2021, le Comité de politique monétaire de la Banque centrale de la République de Turquie a baissé les taux d'intérêt de 200 ..... ; le taux directeur est passé de 18% à 16%.
2. L'inflation en Turquie a atteint de nouveaux sommets en mars 2022 à 61,14% sur un an, ..... 5,46 points en un mois, selon les statistiques officielles.
3. .... les théories économiques classiques, le président turc estime que ..... élevés favorisent l'inflation.
4. La livre turque est ..... 50% par rapport au dollar au cours de la dernière année complète.
5. Selon la plupart des économistes, la réduction des ..... pourrait continuer à alimenter l'inflation.
6. La hausse des prix à la consommation a affaibli ..... des Turcs.

**3. Traduisez en trouvant les équivalents russes des mots et des expressions en italique**

1. La livre turque s'est écroulée de 44 % face au *billet vert* en 2021.
2. La Banque centrale turque a annoncé publiquement son intention de passer à un taux à un chiffre *d'ici la fin de l'année*.
3. Mercredi 2 novembre, le gouverneur de la BCRT a affirmé que la baisse des taux directeurs finirait par « *venir à bout de* l'inflation de manière durable ». Un discours *au diapason de* celui du président Erdogan, mercredi soir, qui *donnait rendez-vous* « après le Nouvel An » à ceux qui le critiquent sur le sujet.

#### **4. Mettez les mots dans le bon ordre pour former des phrases**

1. de l'importation / la Turquie / pour son industrie / de produits / d'énergie, / et de pièces / agricoles / est dépendante
2. contre / le président turc, / selon / d'intérêt / bas / luttent / l'inflation / des taux
3. n'arrive pas / la Turquie / à / la hausse / contrôler / des prix
4. une baisse / la Banque centrale / directeurs / ses taux / poursuit / de / de la République de Turquie
5. l'inflation / la réduction / continuer / affaiblir / et / à alimenter / pourrait / à / la livre turque / des taux directeurs

#### **Grammaire**

##### **1. Conjuguez les verbes ci-après à l'*Imparfait*, au *Futur Simple* et au *Conditionnel présent***

secouer, abaisser, affaiblir (verbe du 2<sup>e</sup> gr.), poursuivre, atteindre, contraindre

##### **2. Remplissez les phrases avec les prépositions et les locutions prépositives nécessaires :**

1. La BCRT a réduit les taux d'intérêt ..... 350 points de base lors de ses trois dernières réunions. ..... même, elle annonce une nouvelle baisse ..... 150 points de base pour novembre.
2. La crise économique en Turquie est ..... partie impactée .... la hausse mondiale des prix de l'énergie.
3. Une violente crise inflationniste secoue la Turquie ..... près d'un an et demi.
4. La Turquie est frappée ..... la dépréciation de sa monnaie nationale.
5. La livre turque a perdu 28 % de sa valeur ..... au dollar depuis le début de l'année.

6. La livre turque s'est écroulée .... 44 % face au billet vert en 2021.
7. .... les chiffres officiels de l'Institut statistique de Turquie, l'inflation atteint 85,5 % .... un an glissant au mois d'octobre.
8. Les Turcs ne cessent ..... voir leur pouvoir d'achat diminuer.
9. Les prix ont augmenté .... 3,5 % .... le seul mois d'octobre ..... rapport à septembre.
10. .... l'Institut statistique de Turquie, les consommateurs turcs sont largement touchés ..... l'augmentation des prix.

## **La réémergence économique de l'Inde – causes et conséquences**

*La puissance indienne est en pleine émergence et croissance mais le pays demeure encore mal connu des Européens. Son organisation, son fonctionnement, les causes de sa puissance économique ne sont pas toujours perçus. Le professeur Mohit Anand explique ici les fondements de cette puissance.*

L'Inde, l'une des plus anciennes civilisations, était la plus grande économie, représentant 33% de la production mondiale à son apogée, et même au XVII<sup>e</sup> siècle, sa part était de 24%. Après la révolution industrielle et la colonisation sa part dans l'économie mondiale s'est réduite à 4,2% seulement en 1950. Aujourd'hui, l'Inde se « redécouvre » et « réapparaît » comme l'une des économies à la croissance la plus rapide du monde et s'efforce d'occuper la place qui lui revient, et dont elle a longtemps bénéficié pendant une grande partie de l'histoire de l'humanité. Dans sa quête de ce voyage, au cours des dernières décennies, l'intégration du pays dans l'économie mondiale s'est accompagnée d'une croissance économique remarquable, d'une augmentation de la productivité industrielle et du bien-être humain.

Avant la libéralisation économique de l'Inde, l'économie était en grande partie une économie mixte à porte fermée, minée par un contrôle fort sur les industries par le biais de ses énormes entreprises du secteur public, et les secteurs ouverts aux acteurs privés étaient fortement contrôlés par l'appareil d'État et la bureaucratie par le biais d'une multitude de licences raj et de restrictions qui ont freiné l'esprit d'entreprise. Les principaux aspects de l'économie étaient contrôlés par l'État et des licences étaient accordées à un petit nombre de personnes.

Une telle politique est le résultat de la domination coloniale de l'Inde pendant près de 150 ans, ce qui explique qu'après l'indépendance, l'idée que

« la souveraineté économique est primordiale, associée à l'idéologie socialiste pour le bien-être de la population » s'est enracinée. Cette politique a été largement suivie par Nehru et plus tard par sa fille Indira Gandhi. Cette dernière a ensuite adopté une politique de nationalisation proactive lorsque de nombreux secteurs et industries ont été nationalisés. L'économie était fermée et largement isolée du monde extérieur, les importations étaient fortement freinées par l'imposition de droits de douane élevés et les licences d'importation empêchaient les produits étrangers d'atteindre le marché.

C'est en 1991 que l'Inde s'est lancée dans les réformes économiques, en mettant l'accent sur la « libéralisation, la privatisation et la mondialisation » (GPL) pour libérer son potentiel économique. Ces leviers GPL ont mis l'accent sur trois aspects : premièrement, le recours aux forces du marché et à la concurrence comme principal moyen d'accroître l'efficacité, deuxièmement, l'importance du secteur privé comme principal moteur de croissance et, troisièmement, l'ouverture de l'économie au commerce international, aux investissements étrangers et à la technologie étrangère. Simultanément, plusieurs réformes réglementaires, fiscales, monétaires et industrielles ont été entreprises pour stimuler davantage la compétitivité de l'industrie nationale.

*<https://www.revueconflits.com/inde-economie-croissance-mohit-andand/>*

1. réémergence (f) économique – экономическое возрождение
2. part (f) – доля
3. quête (f) – поиск,искание, стремление
4. le biais (m) – смещение, изменение
5. licence (f) – радж-лицензия (правила или разрешения, необходимые для начала и ведения бизнеса в Индии)

6. freiner l'esprit d'entreprise – препятствовать развитию предпринимательства

### **Vocabulaire actif**

1. puissance (f) économique – экономическая мощь
2. production (f) mondiale – мировое производство
3. révolution (f) industrielle – промышленная революция
4. croissance (f) économique remarquable – значительный экономический рост
5. augmentation (f) de la productivité industrielle – повышение производительности труда
6. bien-être (m) humain – благосостояние людей
7. économie (f) mixte à porte fermée – смешанная, закрытая экономика
8. secteurs (m) ouverts aux acteurs privés étaient fortement contrôlés par l'appareil d'État – сектора, открытые для частных субъектов, жестко контролировались государственным аппаратом
9. nationalisation (f) proactive – активная национализация
10. les importations fortement freinées – строгое ограничение импорта
11. se lancer dans les réformes économiques – приступить к экономическим реформам
12. en mettant l'accent sur la « libéralisation, la privatisation et la mondialisation » – сделав упор на «либерализацию, приватизацию и глобализацию»
13. les investissements étrangers – иностранные инвестиции
14. stimuler la compétitivité de l'industrie nationale – повышать конкурентоспособность отечественной промышленности.
15. réformes (f) réglementaires, fiscales, monétaires et industrielles – нормативные, фискальные, денежные и промышленные реформы.

**1. Répondez aux questions:**

1. Quel est le mot-clé de l'article qui définit l'état actuel de l'économie indienne?
2. Quelle définition peut-on donner à l'économie de l'Inde avant le début de sa libéralisation?
3. Combien de % de la production mondiale provenait de l'Inde à son apogée?
4. Dans quelle mesure la part de l'Inde dans l'économie mondiale a-t-elle diminué après la révolution industrielle et la colonisation?
5. Est-ce que les secteurs ouverts aux acteurs privés étaient fortement contrôlés par l'appareil d'État et la bureaucratie?
6. Quelle politique a été largement suivie par Nehru et plus tard par sa fille Indira Gandhi?
7. Pourquoi les importations étaient-elles fortement freinées?
8. En quelle année l'Inde s'est-elle lancée dans les réformes économiques?
9. Sur quoi les réformes économiques en Inde ont-elles mis l'accent?
10. Quelles réformes ont été entreprises pour stimuler la compétitivité de l'industrie nationale indienne?

**2. Tirez du texte l'idée principale (5-6 phrases), ensuite faites un résumé plus détaillé du texte (10-12 phrases).**

**3. Faites un plan pour un compte-rendu détaillé. Formulez pour chaque point 3 à 4 phrases.**

**4. Relevez dans le texte les informations suivantes :**

- Citez les raisons pour lesquelles l'Inde est une puissance économique.

- Quelle était l'économie de l'Inde avant sa libéralisation économique?
- Quand l'Inde s'est-elle lancée dans les réformes économiques?

**5. Posez 6 questions sur le texte (3 questions avec des mots interrogatifs, 3 questions sans mots interrogatifs)**

### Lexique

**1. Complétez les phrases avec les mots et les expressions suivants:** *industrie nationale, la libéralisation économique, la production mondiale, une politique de nationalisation, la révolution industrielle, sa part, l'intégration, , du bien-être humain, une économie mixte, des licences, sa quête, la domination colonial, la souveraineté économique, isolée du monde extérieur, freinées, contrôlés par l'État, atteindre, s'est lancée dans les réformes économiques, fiscales, stimuler, grande économie, une augmentation de la productivité.*

1. L'Inde, l'une des plus anciennes civilisations, était la plus ...., représentant 33% de.... à son apogée, et même au XVII<sup>e</sup> siècle, sa part était de 24%.
2. Après ....et la colonisation.... dans l'économie mondiale s'est réduite à 4,2% seulement en 1950.
3. Dans .... de ce voyage, au cours des dernières décennies, .... du pays dans l'économie mondiale s'est accompagnée d'une croissance économique remarquable, d'.... industrielle et .....
4. Avant ... de l'Inde, l'économie était en grande partie .... à porte fermée, minée par un contrôle fort sur les industries par le biais de ses énormes entreprises du secteur public.
5. Les principaux aspects de l'économie étaient ... et .... étaient accordées à un petit nombre de personnes.

6. Une telle politique est le résultat de la .... de l'Inde pendant près de 150 ans, ce qui explique qu'après l'indépendance, l'idée que «.... est primordiale, associée à l'idéologie socialiste pour le bien-être de la population » s'est enracinée.
7. Cette dernière a ensuite adopté ...proactive lorsque de nombreux secteurs et industries ont été nationalisés.
8. L'économie était fermée et largement ...., les importations étaient fortement ... par l'imposition de droits de douane élevés et les licences d'importation empêchaient les produits étrangers d'... le marché.
9. C'est en 1991 que l'Inde...., en mettant l'accent sur la « libéralisation, la privatisation et la mondialisation » pour libérer son potentiel économique.
10. Simultanément, plusieurs réformes réglementaires, ..., monétaires et industrielles ont été entreprises pour ... davantage la compétitivité de l'....

**2. Faites entrer les expressions ci-dessous dans des phrases:** croissance économique remarquable; augmentation de la productivité industrielle ; bien-être (m) humain ; se lancer dans les réformes économiques ; stimuler la compétitivité de l'industrie nationale ; réformes réglementaires, fiscales, monétaires et industrielles ; les importations fortement freinées.

**3. Traduisez en trouvant les équivalents russes des mots et des expressions en italique:**

1. L'Inde, l'une des plus anciennes civilisations, était la plus grande économie, *représentant 33% de la production mondiale* à son apogée, et même au XVII<sup>e</sup> siècle, sa part était de 24%.
2. Après la révolution industrielle et la colonisation *sa part dans l'économie mondiale s'est réduite à 4,2%* seulement en 1950.

3. Dans sa quête de ce voyage, au cours des dernières décennies, *l'intégration du pays dans l'économie mondiale* s'est accompagnée d'une croissance économique remarquable, *d'une augmentation de la productivité industrielle et du bien-être humain.*
4. Avant *la libéralisation économique* de l'Inde, *l'économie était en grande partie une économie mixte à porte fermée*, minée par un contrôle fort sur les industries par le biais de ses énormes entreprises du secteur public, et les secteurs ouverts aux acteurs privés étaient fortement contrôlés par l'appareil d'État et la bureaucratie par *le biais d'une multitude de licences raj et de restrictions qui ont freiné l'esprit d'entreprise.*
5. L'économie était fermée et largement isolée du monde extérieur, *les importations étaient fortement freinées par l'imposition de droits de douane élevés* et les licences d'importation empêchaient les produits étrangers d'atteindre le marché.
6. C'est en 1991 que l'Inde *s'est lancée dans les réformes économiques*, en mettant l'accent sur la « libéralisation, la privatisation et la mondialisation » pour *libérer son potentiel économique.*
7. Simultanément, plusieurs *réformes réglementaires, fiscales, monétaires et industrielles* ont été entreprises pour *stimuler davantage la compétitivité de l'industrie nationale.*

#### **4. Faites des phrases avec les mots suivants:**

1. le pays, demeure, la puissance indienne, mal connu, est, en pleine émergence, mais, des Européens, et croissance, encore
2. L'Inde, grande, anciennes, était, mondiale, la plus, civilisations, à son apogée, l'une des plus, représentant, 33%, économie, de la production
3. l'économie, mondiale, à, 4,2%, en 1950, sa part, la révolution industrielle, et, après, la colonisation, dans, s'est réduite, seulement

4. l'une des économies, rapide, à la croissance, se « redécouvre » et « réapparaît », la plus, comme, l'Inde, du monde, aujourd'hui
5. à porte fermée, la libéralisation économique, en grande partie, de, l'Inde, l'économie, était, une économie mixte, avant
6. l'État, de l'économie, principaux, les, étaient, aspects, contrôlés par
7. Nehru, sa fille, politique a été, suivie, et plus tard, par, Indira Gandhi, cette, largement, par.
8. fermée, du monde, isolée, était, l'économie, et largement, extérieur
9. fortement, de douane, élevés, étaient, par l'imposition, de droits, les importations, freinées
10. en 1991, que, s'est lancée dans, mettant l'accent, en, économiques, sur, les réformes, la « libéralisation, les réformes la privatisation et la mondialisation », c'est, l'Inde

### **Production orale**

**Interprétez le texte en utilisant les phrases et les expressions suivantes:**

Le titre du texte est ..... Le texte appartient au domaine de la recherche scientifique, lié à ..... C'est un article de presse ..... L'auteur du texte prend la position suivante ..... L'auteur du texte donne une interprétation des événements (faits) suivants ..... . J'en suis arrivé à mon opinion sur le sujet étudié dans ce texte. À mon avis, ..... . La tradition russe de la recherche scientifique suggère ..... . Mes conclusions concernant le contenu de ce texte sont ..... .

## **GRAMMAIRE**

### **Exercice**

Mettez *qui*, *que*, *ce qui*, *ce que*, *ceux qui*, *quelqu'un qui* dans les phrases ci-dessus. Traduisez ces phrases en russe :

1. Après trois jours passés à la Paz, nous quittons cette ville ..... nous avons adorée.
2. Les données sont souvent en langue locale .... demande une traduction systématique.
3. Vous devez rechercher des vieux amis avec .... Maurice aurait pu avoir des problèmes.
4. *Renaissance* est le premier projet très ambitieux ..... nous avons initié. Cette expérience m'a enrichie au-delà de ..... je croyais possible.
5. Voici une courte sélection d'archives ..... nous avons récemment acquises.
6. J'aimerais voir ..... tu as fait aujourd'hui.
7. C'est vrai que vous avez trouvé .... connaissait leur père ?
8. Cet intervenant dit exactement ce que nous essayons de dire.
9. ..... j'aime dans la vie, c'est la bonne littérature.
10. C'est la solution idéale pour ..... souhaitent fuir le tumulte des grandes villes sans renoncer aux plaisirs de la vie.
11. Ce texte visuel a renforcé .... était dit oralement.

### **La conjonction *lorsque* (*lorsqu'*)**

Союз *lorsque* (*lorsqu'*) обозначает одновременность во времени. Он может быть заменен конструкциями «*au moment où*», «*quand*» и переводится на русский как «когда», «в то время, как», «в том случае, если».

## **Exercice**

**Trouvez la fin de la phrase :** Votre travail est protégé par les droits d'auteur lorsque ...

1. Le projecteur s'allume automatiquement lorsque ...
  2. Notre application affiche une notification lorsque ...
  3. Un cookie est un petit fichier texte stocké sur votre appareil lorsque ....
  4. Prenez toujours la clé lorsque ...
  5. Nous n'intervenons que lorsque ...
- 
- a) vous visitez des sites Web.
  - b) c'est absolument nécessaire.
  - c) vous quittez le véhicule.
  - d) le nombre maximum de participants est atteint.
  - e) le moteur tourne.
  - f) vous le créez.

## НЕМЕЦКИЙ ЯЗЫК

Kreolsprache Unserdeutsch. «Du wid get wo»?

*In Australien und Papua-Neuguinea sprechen knapp hundert Menschen bis heute »Unserdeutsch«, ein Überbleibsel aus der Kolonialzeit. Der Linguist Péter Maitz erklärt, was es damit auf sich hat.*

**Péter Maitz** ist ordentlicher Professor für deutsche Sprachwissenschaft und Soziolinguistik an der Universität Bern. Seit 2015 arbeitet er als Leiter eines internationalen Forschungsprojekts an der Dokumentation und Beschreibung von Unserdeutsch. Er gibt hier seinen Kommentar.

Die ersten Hinweise auf „Unserdeutsch“ fand ich durch Zufall, als ich auf eine ältere Arbeit eines Kollegen aus Papua-Neuguinea stieß, der mir dann zum Kontakt mit der Sprachgemeinschaft selbst verhalf. Unserdeutsch ist eine „Kreolsprache“, wie sie typischerweise in Kolonien entstehen. Um 1900 gab es am Nordrand der Insel Neupommern – heute Neubritannien – in der damaligen Südseekolonie Deutsch-Guinea die katholische Internatsschule von Vunapope, in der Kinder aus Verbindungen europäischer und asiatischer Männer mit indigenen Frauen von deutschen Missionaren erzogen und unterrichtet wurden. Die Sprache des Unterrichts und des Alltags an der Mission war Deutsch, die Verwendung ihrer eigenen Sprachen war den Kindern nicht erlaubt.

Vorher haben die meisten Tok Pisin gesprochen, das melanesische Pidginenglisch. Aber das sollte durch europäische Erziehung verdrängt werden. Als die Kinder von Vunapope heranwuchsen, untereinander heirateten und Familien gründeten, entstand die neue Sprachgemeinschaft.

Kreolsprachen entstehen typischerweise unter Zwang – gewöhnlich auf Plantagen, zwischen Arbeitern verschiedener Muttersprachen. Sie sind Mischsprachen, deren Vokabular hauptsächlich aus der Sprache der Kolonialherren stammt, während Grammatik und Lautung in den örtlichen

Sprachen verwurzelt ist. So auch im Unserdeutsch. Im Satz „Du wid get wo?“, „Wohin würdest du gehen?“, etwa sind die Wörter deutschen Ursprungs, aber die Wortstellung entspricht Tok Pisin.

Unserdeutsch ist für deutsche Muttersprachler verständlich, weil der Wortschatz sich ähnelt. Umgekehrt funktioniert es deutlich weniger. **Die Sprache** steht kurz vor dem Aussterben. Es gibt momentan maximal 100 Sprecher, durchschnittlich etwa 75 Jahre alt. Der Niedergang hängt vor allem damit zusammen, dass die Sprachgemeinschaft, die wegen ihrer Hautfarbe lange Ausgrenzung erleiden musste, im Zuge der Unabhängigkeit Neuguineas 1975 nach Australien auswanderte; heute leben die Unserdeutsch-Sprecher zerstreut in Ballungsräumen des östlichen Australiens.

Die Sprache entstand unter kolonialem Zwang. Trotzdem ist jede Sprache gleichermaßen erhaltenswert, da sie in einzigartiger Weise Geschichte, Kultur und Identität einer Gemeinschaft widerspiegelt und trägt. Unserdeutsch ist zudem weltweit das einzige Kreol, das aus dem Deutschen hervorgegangen ist. Ob es noch revitalisiert werden kann, hängt natürlich davon ab, ob dies die Gemeinschaft überhaupt will. Unsere Forschungen und ihr internationales Medienecho haben aber erfreulicherweise dazu geführt, dass etliche Nachfahren der heutigen, letzten Sprechergeneration Unserdeutsch inzwischen als wertvolles kulturelles Erbe sehen. Deswegen sind sie nun auch interessiert und bereit, die Sprache ihrer Eltern und Großeltern zu erlernen. Dabei kann und soll für sie – und für alle anderen in Zukunft – die nachhaltige Konservierung und umfassende grammatische Beschreibung der Sprache im Rahmen unseres Forschungsprojekts eine große, beinahe unentbehrliche Hilfe sein

nach SPIEGEL Geschichte 2/2021

das Überbleibsel – остаток, сохранившийся от прошлого времени

indigene Frauen – женщины коренного народа

unentbehrlich – необходимый, незаменимый

### 1. Wörter und Wendungen zum Text:

Hinweise auf etwas Akk. finden – находить указания на что-либо

erklären, was es damit auf sich hat – объяснять, что это такое

durch Zufall auf etwas Akk. stoßen – случайно наткнуться на что-то

Kinder erziehen und unterrichten – детей воспитывать и преподавать им

vor dem Aussterben stehen – быть на грани исчезновения

die Sprachgemeinschaft – языковое сообщество

auswandern – эмигрировать

der Ballungsraum – район с высокой плотностью населения

die Sprache verdrängen – вытеснять язык

die Sprache revitalisieren – восстановить язык

Ausgrenzung erleiden – пострадать от изоляции, исключения

die Unserdeutsch-Sprecher – человек, говорящий на языке

Unserdeutsch zerstreut leben – жить разбросанно (не кучно)

Geschichte, Kultur und Identität einer Gemeinschaft widerspiegeln

– отражать историю, культуру и идентичность общины

das einzige Kreol – единственный креольский язык

die Nachfahren – потомки

das kulturelle Erbe – культурное наследие

die nachhaltige Konservierung der Sprache – устойчивое сохранение языка

## **Aufgaben zum Text:**

### **1. Beantworten Sie die Fragen:**

- Wie wurden die ersten Hinweise auf Unserdeutsch gefunden?
- Was ist für eine Sprache?
- Wie ist die neue Gemeinschaft entstanden, die Unserdeutsch spricht?
- Was versteht man unter einer Kreolsprache? Wie entsteht sie?
- Wie werden Kreolsprachen im Text charakterisiert?
- Warum steht Unserdeutsch vor dem Aussterben?

### **2. Geben Sie die wichtigsten Informationen des Textes in 5-6 Sätzen wieder.**

### **3. Fassen Sie den Artikel in 10-12 Sätzen zusammen.**

### **4. Erstellen Sie einen ausführlichen Plan Ihrer Erzählung. Zu jedem Punkt machen Sie Notizen (3-4 Sätze).**

### **5. Finden Sie diese Informationen im Text und berichten Sie darüber auf Deutsch:**

- Ist es noch möglich, Unserdeutsch wiederzubeleben?
- Welche Maßnahmen soll man dafür ergreifen?

### **6. Stellen Sie 6 Fragen zum Text: drei mit einem Fragewort, drei – ohne es.**

## **Lexikalische Aufgaben**

### **1. Vervollständigen Sie die Sätze mit der Lexik aus dem Text:**

- Es wird berichtet, dass Unserdeutsch.....
- Der Niedergang dieser Kreolsprache verbindet man mit.....

- Jede Sprache lohnt sich zu erhalten, weil.....
- Die neue Sprachgemeinschaft entsteht, indem....

**2. Ordnen Sie die Verben zu.**

die Sprache	erleiden
auf eine ältere Arbeit	stoßen
Kinder	erlernen
unter Zwang	revitalisieren
die Sprache	erziehen
die Sprache	finden
etwas durch Zufall	entstehen

**3. Übersetzen Sie ins Russische die Sätze, die im Text unterstrichen sind.**

**4. Bilden Sie Sätze aus vorgegebenen Wörtern.**

- Unserdeutsch – hervorgehen – das – einzig – Kreol – das – sein – aus dem Deutschen
- Sprache – erhaltenswert – jede – und – sein – Geschichte – da – sie – Kultur – widerspiegeln – tragen – und – Identität einer Gemeinschaft
- Kreolsprachen – unter – auf – Zwang – Plantage – entstehen – gewöhnlich
- Sie – Vokabular – sein – Mischsprachen – hauptsächlich – deren – stammen – aus der Sprache – die Kolonialherren – während – verwurzeln – sein – in – die örtlichen Sprachen – Grammatik und Lautung

### Aufgaben zur Grammatik:

#### 1. Notieren Sie die passende Präposition und den Kasus zu den Verben und Ausdrücken.

- |                         |                |
|-------------------------|----------------|
| 1. basieren ...auf + D. | - helfen ..... |
| 2. hinweisen .....      | - stoßen ..... |
| 3. abhängen .....       | - führen ..... |
| 4. sich ähneln .....    | - stammen .... |

#### 2. Bilden Sie aus den Wörtern sinnvolle Relativsätze wie im Beispiel:

Ein guter Lehrer ist ein Mensch, ...

<i>dem man vertrauen kann.</i>	man – vertrauen können
.....	gut – erklären können
.....	ein Ohren haben – Schüler
.....	solides Fachwissen – besitzen
.....	Humor und Witz – nicht fremd – sein
.....	man – haben können – Vorbild
.....	schwere Situationen – bewältigen
.....	eigene Fehler – zugeben

#### 3. Wählen Sie ein passendes Verb.

*stellen, wecken, nehmen, finden, stoßen, nehmen*

Verständnis ...finden.... (= verstanden werden)

unter Beweis ..... (= beweisen)

den Anfang ..... (= anfangen)

auf Probleme ..... (= Probleme finden)

Einfluss ..... (= beeinflussen)

Neugier ..... (= neugierig machen)

#### **4. Abschlussaufgabe**

Interpretieren Sie den Text oben. Stützen Sie sich dabei auf die Redemittel:

In diesem Text geht es um das Thema....

Der Text gehört ..... Bereich der wissenschaftlichen Interessen.

Das Thema ist von besonderer Aktualität, weil ....

Der Autor vertritt die Position ....

Ich halte diese Meinung für ....

In den russischen Forschungen ....

Im Hinblick auf diesen Standpunkt kann ich daraus folgende Schlussfolgerungen ziehen: ....

## **Deutschland und Israel *Eine lieblose Beziehung***

*Nicht mal die Hälfte der Deutschen hat eine gute Meinung von Israel, umgekehrt sind es fast zwei Drittel. Was ist in den letzten Jahren falsch gelaufen – und wie lässt sich das ändern?*

Es sind dramatische Zahlen, die die Bertelsmann-Stiftung kürzlich präsentierte: Nur 46 Prozent der Deutschen haben eine gute Meinung über Israel. Und nur 27 Prozent der Deutschen sehen eine aus der Geschichte abgeleitete Verantwortung für den Staat Israel. Demgegenüber stehen 63 Prozent der Israelis, die eine gute Meinung über Deutschland haben.

Müsste es nicht eigentlich andersherum sein? Hätten nicht Israelis viel wichtigere Gründe, Deutschland kritisch zu sehen? Haben wir die Lehre aus der Shoah, das „Nie wieder“, wirklich überall in die Tat umgesetzt? Diese Fragen drängen sich auf in einem Jahr, in dem gleich drei Jubiläen begangen werden: 125 Jahre Zionistenkongress in Basel, 70 Jahre Luxemburger Entschädigungs-Abkommen zwischen Deutschland und Israel, 50 Jahre Olympia-Attentat.

Tatsache ist: Während man als Deutscher in Israel unbeschwert Urlaub machen kann, können sich Israelis und Juden in Deutschland nicht sicher fühlen. Mit Kippa auf dem Kopf, Davidsstern um den Hals oder Hebräisch auf der Zunge muss man hierzulande mit verbalen oder tätlichen Angriffen rechnen, sei es von biodeutschen Neonazis oder von muslimischen Israelhassern.

In Israel hingegen geht die größte Gefahr von palästinensischen Terroranschlägen aus. Viele solcher Taten werden von den israelischen Sicherheitskräften Monat für Monat vereitelt. In Deutschland hingegen war es nicht der Polizei, sondern der massiven Holztür der Synagoge von Halle zu verdanken, dass ein rechtsradikaler Attentäter am Yom Kippur des Jahres

2019 kein Massaker unter Juden anrichten konnte. Andere hatten weniger Glück.

Umso verstörender war die Hinhaltetaktik, die sich die aktuelle Bundesregierung gegenüber den Angehörigen des Olympia-Anschlags leistete. Elf israelische Sportler kamen im September 1972 ums Leben, weil die deutschen Sicherheitskräfte nicht in der Lage waren, das olympische Dorf ausreichend zu schützen und die Befreiung der Geiseln zu organisieren.

Noch Tage vor der Einigung auf eine Entschädigung erklärten Ampelkoalitionäre und Ministerialbeamte in Hintergrundgesprächen, warum man die Summe auf keinen Fall erhöhen könne. Sonst würden die Olympia-Opfer wesentlich mehr Geld bekommen als die Opfer der rechtsradikalen NSU-Anschläge oder des islamistischen Breitscheidplatz-Attentats, hieß es. Am Ende aber kam es genau so – und man fragt sich, warum die Regierung dieses überflüssige und unwürdige Gezerre zuließ.

Eine Erklärung könnte mangelnde Empathie sein. Olaf Scholz persönlich hat diesen Verdacht kürzlich genährt, als er die Äußerungen von Mahmud Abbas, Israel habe »50 Holocausts« an den Palästinensern verübt, unwidersprochen ließ. Es war Abbas' Antwort auf die Frage, ob er sich für das Olympia-Attentat entschuldige, das er damals als PLO-Funktionär mitorganisiert haben soll. Dass der Kanzler nicht mehr habe antworten können, weil der Regierungssprecher die Pressekonferenz bereits zuvor beendet hatte, ist als Erklärung unglaublich. Es liegt näher, dass Scholz den Skandal nicht erfasste, weil ihm im Umgang mit Israel die Erfahrung und Trittsicherheit fehlt.

Undenkbar, dass Scholz' Vorgängerin Angela Merkel so etwas passiert wäre. Ihre Haltung zu Israel war über jeden Zweifel erhaben. 2008 erklärte sie die Sicherheit des jüdischen Staates zur deutschen Staatsräson und begründete dies ausdrücklich mit der deutschen Geschichte.

Natürlich haben auch die zwölf Amtsjahre von Benjamin Netanyahu Spuren hinterlassen. Er erntete lieber tiefhängende Früchte wie die Abkommen mit den Arabischen Emiraten, statt den Friedensprozess zu den Palästinensern wiederzubeleben. Netanyahu ließ die Siedlungen weiterbauen und drohte mit einer Annexion von Teilen des besetzten Westjordanlands. Die – teils scharfe – Kritik daran gehörte ebenso zu Merkels Israelpolitik wie die Solidarität in existenziellen Fragen.

Eine solche Haltung muss wachsen. Und sie wächst nur durch jahrelange Begegnung. Die antiisraelische Einstellung gibt es noch immer – und sie hat sich verschärft, wie man an der Boykottbewegung BDS sieht. Diese Gesinnung wird zunehmen, wenn nicht mehr Menschen Israel besuchen, in die Gesellschaft eintauchen und Freundschaften schließen. So richtig die Reden von Bundespräsident Frank-Walter Steinmeier und Bundestagspräsidentin Bärbel Bas auch waren, so bewegend der Auftritt der Familien der Olympia-Opfer – es sind Gespräche, nicht Gedenkrituale, die das Verständnis für einander fördern.

Der Staat muss daher viel mehr Geld in den deutsch-israelischen Jugendaustausch investieren. Seit Jahren versprechen Berlin und Jerusalem die Gründung eines deutsch-israelischen Jugendwerks, doch der Start wurde wegen unterschiedlicher Auffassungen immer wieder verschoben. Noch immer ist unklar, wann das Jugendwerk endlich gegründet wird.

Wenn man mehrmals im Jahr in einem voll besetzten Flugzeug von Berlin nach Tel Aviv sitzt, könnte man meinen, dass man sich keine Sorgen um den Austausch zwischen Deutschen und Israelis machen muss. Doch das ist ein Trugschluss: Eine Umfrage der Hanns Seidel Stiftung vom März dieses Jahres ergab, dass nur eine Minderheit beider Länder das andere Land kennt. Nur 13,6 Prozent der deutschen Befragten gaben an, schon einmal in Israel gewesen zu sein. In den Flugzeugen nach Tel Aviv sitzen also großenteils

immer dieselben Leute. Die deutsch-israelischen Beziehungen sind ein Elitenprojekt.

Es wird Zeit, dass sich das ändert. nach DER SPIEGEL 09/2022

die Shoah – Холокост

Kippa – кипа (традиционный еврейский мужской головной убор)

die Entschädigung – возмещение, компенсация

etwas Akk. vereiteln – мешать, воспрепятствовать

unbeschwert – беззаботный, не отягченный

das Gezerre – раздор

Ampelkoalitionäre – члены так называемой «светофорной» коалиции, являющиеся представителями трех партий: социал-демократической партии Германии (SPD, красный цвет), свободно-демократической партии (FDP, желтый цвет), Зелёных (Grüne, зелёный цвет)

der Zionistenkongress – речь идет о 125-летии со дня проведения Первого сионистского конгресса в г. Базель, Швейцария

das Entschädigungs-Abkommen – соглашение, предусматривающее выплату компенсаций родственникам жертв теракта

Boykottbewegung BDS, die BDS-Bewegung (Boycott, Divestment, Sanctions) – движение за делигитимацию Израиля; общественное движение, призывающее к экономическому и политическому давлению на Израиль с целью прекращения им действий, характеризуемых организаторами кампании как нарушение международного права.

### **Wörter und Wendungen zum Text:**

ableiten von D. – выводить, происходить  
in die Tat umsetzen – реализовать, привести в исполнение  
sich aufdrängen – навязываться, напрашиваться (о мысли, вопросе)  
Jubiläen begehen – праздновать юбилей  
ein Attentat auf/gegen jemanden verüben – совершить покушение на  
rechnen mit D. – учитывать, принимать в расчет  
ausgehen von D. – исходить из  
vereiteln – помешать, препятствовать, срывать  
Massaker anrichten – совершить массовое убийство  
jemanden verstören – сбить к-л. с толку, смутить  
ausreichen – хватать, хватить  
unwidersprochen – неоспоримый

### **Aufgaben zum Text:**

#### **1. Beantworten Sie die Fragen:**

- Welche Fragen stellt der Autor? Warum sind sie akut?
- Was zeigen die Zahlen der Bertelsmann Stiftung? Warum nennt man die Zahlen dramatisch?
  - Wie schätzt man die Arbeit der deutschen Sicherheitskräfte ein?
  - Wie beurteilt man die Haltung der deutschen Regierung hinsichtlich des Olympia-Attentates?
  - Was wird im Artikel kritisiert?
  - Wie lässt sich die Situation in beiden Ländern verbessern?
  - Warum werden die deutsch-israelischen Beziehungen am Ende des Artikels als ein Elitenprojekt bezeichnet?

**2. Geben Sie die wichtigsten Informationen des Textes in 5-6 Sätzen wieder.**

**3. Fassen Sie den Artikel in 10-12 Sätzen zusammen.**

**4. Erstellen Sie einen ausführlichen Plan Ihrer Erzählung. Zu jedem Punkt machen Sie Notizen (3-4 Sätze).**

**5. Finden Sie diese Informationen im Text und berichten Sie darüber auf Deutsch:**

- An welche historischen Ereignisse erinnert man im Artikel?
- An welchen Beispielen zeigt man die mangelnde Arbeit der deutschen Sicherheitskräfte?

**6. Stellen Sie 6 Fragen zum Text: drei mit einem Fragewort, drei – ohne es.**

**Lexikalische Aufgaben:**

**1. Beenden Sie die Sätze mit der Lexik aus dem Text:**

- Laut der Bertelsmann-Stiftung .....
- Demgegenüber.....
- Während man als Deutscher in Israel.....
- Die größte Gefahr geht in Israel von .... aus.
- Olaf Scholz wird vorgeworfen, ....
- Die antiisraelische Einstellung kann man ändern, indem....
- Es ist erforderlich, ....

## **2. Bilden Sie Sätze aus Wörtern.**

- Während – als Deutscher – in – Israel – Urlaub – unbeschwert
  - machen – kann – können – sich – Israelis – und – Juden – in
  - Deutschland – nicht – sicher – fühlen
- Noch – wird – immer – endlich – ist – wann – unklar – das Jugendwerk – gegründet
- Es – ändert – wird – Zeit – dass – das – sich

## **3. Finden Sie ein Synonym im Text.**

- Geld auf etwas verwenden
- einen Anschlag begehen
- steigen, wachsen
- etwas verwirklichen
- es mangelt
- mit jemandem befreundet sein

## **4. Übersetzen Sie ins Russische die unterstrichenen Sätze im Text.**

### **Aufgaben zur Grammatik:**

- 1. Bestimmen Sie im Text grammatische (bzw. lexikalische) Strukturen, die für (populär)-wissenschaftlichen Stil kennzeichnend sind. Übersetzen Sie sie ins Russische.**
- 2. Bilden Sie Sätze mit folgenden Verben . Nutzen Sie richtige Präpositionen.**

- |                     |                           |
|---------------------|---------------------------|
| - rechnen .....     | - sich erinnern .....     |
| - ausgehen .....    | - umgehen.....            |
| - Kritik üben ..... | - sich Sorgen machen..... |
| - ableiten .....    | - denken....              |

### **3. Bilden Sie das Partizip I.**

Ein Argument, das überzeugt, ist .... .

Eine Kerze, die brennt, ist ..... .

Früchte, die tief hängen, sind .... .

Empathie, an der es mangelt, ist ....

Leute, die ständig schweigen, sind .... .

### **4. Bilden Sie das Partizip II.**

Ein König, der ermordet wurde, ist .... .

Eine Verantwortung, die aus der Geschichte abgeleitet wurde, ist

Ein Flugzeug, das voll besetzt wurde, ist ....

Attentate, die verübt wurden, sind .... .

Worte, die wütend gesprochen wurden, sind ..... .

### **Abschlussaufgabe**

Interpretieren Sie den Text oben. Nutzen Sie folgende Redewendungen.

Der Text befasst sich mit dem Thema....

Es wird erklärt.....

Die Beispiele machen deutlich, .....

Ein wesentlicher Aspekt ist ....

Der Autor vertritt die Position ....

Meiner Ansicht nach ....

Zusammenfassend kann man sagen, dass ....

## **Die geheime Chinastrategie der Bundesregierung**

*China verletzt massiv Menschenrechte und gewinnt zugleich weltweit an Einfluss. Was kann Deutschland tun? Dem SPIEGEL liegt dazu der erste Entwurf des Auswärtigen Amtes vor.*

Gegen den Willen von Grünen und FDP drückte Bundeskanzler Olaf Scholz (SPD) jüngst den Einstieg der chinesischen Staatsreederei Cosco in ein Containerterminal des Hamburger Hafens durch und reiste als erster westlicher Regierungschef seit der Wiederwahl von Präsident Xi Jinping mit einer Wirtschaftsdelegation nach Peking – was Scholz' Außenministerin Annalena Baerbock auf internationaler Bühne missbilligte.

Geht es nach Außenministerin Baerbock, sollen die Menschenrechte stärker als bisher ins Zentrum des deutschen Verhältnisses zu China rücken. Die Menschenrechte seien »unteilbar, nicht relativierbar – weder kulturell noch religiös«, heißt es in dem Papier. Mit scharfen Worten wird darin Kritik an Peking geübt. So ist von „massiven Menschenrechtsverletzungen“ in der Uigurenprovinz Xinjiang und in Tibet die Rede. Auch „die Lage in Hongkong“ findet Erwähnung.

Bei Exporten nach China will die Bundesregierung künftig darauf achten, „dass keine aus Deutschland ausgeführten Waffen oder Dual-Use-Güter für Menschenrechtsverletzungen und interne Repression eingesetzt werden können“. Bei der Ratifizierung des bereits ausgehandelten Investitionsabkommens zwischen der EU und China soll berücksichtigt werden, „welche Auswirkungen das Abkommen auf die Menschenrechtssituation, insbesondere mit Bezug zu Zwangsarbeit, aber auch die gegenseitigen Abhängigkeiten haben wird“.

Überhaupt will das Auswärtige Amt, ähnlich wie bereits im Fall von Russland, Abhängigkeiten „zügig und mit für die deutsche Volkswirtschaft vertretbaren Kosten“ verringern. Lieferketten sollen

diversifiziert, kritische Rohstoffe in Lagern vorgehalten werden. In industriellen Schlüsselbereichen dürften Deutschland und die EU „nicht abhängig werden von technologischen Fortschritten in Drittstaaten, die unsere Werte nicht teilen“.

Sehr kritisch beurteilt das Auswärtige Amt die Politik Pekings gegenüber Russland. Die zukünftige Zusammenarbeit Deutschlands und der EU mit China hänge davon ab, wie China sein Verhältnis zu Russland ausgestalte.

Zwar möchten Baerbocks Strategen den Eindruck vermeiden, mit China in eine Art Kalten Krieg eintreten zu wollen.

**Aus dem Entwurf zur Chinastrategie:** An einer Abhängigkeit von China kann die Bundesregierung nichts ändern: Das bevölkerungsreichste Land der Erde trägt aktuell zu rund 30 Prozent der weltweiten CO<sub>2</sub>-Emissionen bei. Es sei daher »nicht mehr zeitgemäß«, dass China seine Verantwortung in der internationalen Klimapolitik anders definiere als westliche Industriestaaten, heißt es in dem Strategieentwurf.

Die Bundesregierung arbeitet aktuell auch an einer nationalen Sicherheitsstrategie, ebenfalls unter Federführung des Auswärtigen Amts. Sie soll im Frühjahr 2023 veröffentlicht werden, im Vorfeld der Münchener Sicherheitskonferenz. Erst nach der nationalen Sicherheitsstrategie, so der Plan, soll die Chinastrategie offiziell publik werden.

China: Das steht im vertraulichen Strategiepapier der Bundesregierung (Kopie) - manager magazin (manager-magazin.de)  
18.11.2022

die Staatsreederei – государственное пароходство  
federführend – ответственный, уполномоченный  
maßgeblich – определяющий, важный  
einspringen – прийти на выручку

jemanden Akk. etwas Dat. unterziehen – кого-либо чему-либо подвергать

### **Wörter und Wendungen**

das Auswärtige Amt – министерство иностранных дел

Menschenrechte verletzen – нарушать права человека

an Einfluss gewinnen – приобретать влияние

etwas missbilligen – не одобрять, осуждать

an jemandem/etwas Kritik üben – критиковать

Menschenrechte einhalten – соблюдать права человека

etwas vorsehen – предусматривать

im Widerspruch zueinander sein – быть в противоречии друг с другом

im Notfall – в крайнем случае

in Schwierigkeiten geraten – попасть в затруднительное положение

achten auf Akk. – обращать внимание на

etwas Akk. ratifizieren – ратифицировать

Kosten und Abhängigkeit verringern – уменьшить расходы и зависимость

etwas vereinbaren – договориться о

die Politik beurteilen – оценивать политику

politische Interessen durchsetzen – добиваться, проводить политические интересы

das bilaterale Verhältnis – двусторонние отношения

zweitgrößte Volkswirtschaft der Welt – вторая экономика мира

### **Aufgaben zum Text:**

#### **1. Beantworten Sie die Fragen:**

- Worum handelt es sich bei dem Entwurf?
- Was soll man bei der Ausgestaltung der zukünftigen Wirtschaftsbeziehungen zu China besonders berücksichtigen?
- Was soll noch geprüft werden?
- Welcher Faktor spielt eine entscheidende Rolle bei der künftigen Zusammenarbeit Deutschlands und der EU mit China?
- Berichten Sie über ein Alternativangebot zu Chinas Seidenstraßeninitiative.
- Was ist noch für die EU und Deutschland bei China nicht akzeptabel?
- Sind die Änderungen noch möglich?

#### **2. Geben Sie die wichtigsten Informationen des Textes in 5-6 Sätzen wieder.**

#### **3. Fassen Sie den Artikel in 10-12 Sätzen zusammen.**

#### **4. Erstellen Sie einen ausführlichen Plan Ihrer Erzählung. Zu jedem Punkt machen Sie Notizen (3-4 Sätze).**

#### **5. Finden Sie diese Informationen im Text und berichten Sie darüber auf Deutsch:**

- Welche Meinung über Chinastrategie vertritt Außenministerin?
- Welche Aspekte Chinas Politik werden besonders stark kritisiert?

#### **6. Was bedeutet China für Deutschland?**

## **Lexikalische Aufgaben:**

### **1. Beenden Sie die Sätze mit der Lexik aus dem Text:**

- Um dieses Ziel zu erreichen, .....
- Dabei handelt es sich um .....
- Das Strategiepapier sieht vor, ....
- Bei Exporten nach China soll man darauf achten, .....

### **2. Ordnen Sie die Umschreibungen den Nomen zu.**

der Notfall	Zentrum
die Kosten	positive Bedeutung, die jemd., einer Sache zukommt
die Werte	Situation, in der Hilfe od. etw. Bestimmtes benötigt wird
der Entwurf	finanzielle Ausgaben
der Emittent	Aufmerksamkeit
der Schwerpunkt	Industriebetrieb o.Ä., der Emissionen verursacht
das Augenmerk	persönliche Beziehung
das Verhältnis	Erregung, Unstimmigkeit, Feindseligkeit
Die Spannung	schriftl. Festlegung einer Sache in wesentlichen Punkten

### **3. Übersetzen Sie ins Russische die unterstrichenen Sätze.**

### **4. Bilden Sie Sätze aus vorgegebenen Wörtern.**

- Das Strategiepapier – Investitionsgarantien – vorsehen – bei drei Milliarden Euro – pro Unternehmen pro Land – künftig – zu deckeln
- Sogar – ausschließen – scharfe – Sanktionen – nicht – das Papier
- So – der Westbalkan – soll – von – zu – ein Schwerpunkt – »Global Gateway«-Projekten – werden

- Das – eine Investitionsinitiative – sein – die EU – die – ein Alternativangebot – zu – für Drittstaaten – Chinas – Seidenstraßeninitiative – soll – sein

### **Aufgaben zur Grammatik:**

#### **1. Schreiben Sie Sätze im Präteritum.**

- Die Bundesregierung will gegenüber Peking einig und entschlossen auftreten.
- Mit großer Spannung wird das Dokument seither im politischen Berlin erwartet.
- Mit scharfen Worten wird darin Kritik an Peking geübt.
- Auch bei der Vergabe von Exportkrediten sollen die Prüfmaßstäbe verschärft werden.

#### **2. Schreiben Sie Sätze im Passiv. Achten Sie auf die Zeitform.**

- Die Bundesregierung will Chinas Bedeutung als inzwischen größter Emittent und zweitgrößte Volkswirtschaft der Welt in den Fokus stellen.
- China definiert seine Verantwortung in der internationalen Klimapolitik anders als westliche Industriestaaten.
- Auf dem Nachbarkontinent müsse Europa seine diplomatischen, wirtschaftlichen, Entwicklungspolitischen und kulturellen Präsenz »deutlich« intensivieren.
- China verletzt massiv Menschenrechte.
- Sehr kritisch beurteilt das Auswärtige Amt die Politik Pekings gegenüber Russland.

## **Abschlussaufgabe zum Text**

**Interpretieren Sie den Text. Stützen Sie sich dabei auf  
die nachstehenden Redemittel:**

Der Artikel behandelt das Thema....

Es wird dargelegt, .....

Im Text wird behauptet, dass.....

Ein wesentlicher Aspekt ist.....

Die Bundesregierung vertritt die Position ....

Das Thema ist von besonderer Aktualität, weil ....

Zum Thema .... bin ich der Ansicht, dass.....

Zusammenfassend kann man sagen, ....

## **Japan. Inflationsrate auf höchstem Stand seit mehr als 40 Jahren**

*3,8 Prozent erscheinen im Vergleich zu westlichen Inflationsraten nicht viel – in Japan klettert die Teuerung damit aber auf den höchsten Stand seit Jahrzehnten.*

In Japan sind die Verbraucherpreise so stark gestiegen wie seit mehr als 40 Jahren nicht mehr. Die Inflationsrate für Konsumgüter ohne frische Lebensmittel habe im November im Vergleich zum Vorjahr um 3,7 Prozent zugelegt, teilte die Regierung am Freitag in Tokio mit. Dies ist der stärkste Anstieg seit 1981. Experten hatten im Schnitt mit einem Plus der Kerninflationsrate in dieser Größenordnung gerechnet. Die Kerninflation liegt damit bereits das achte Mal in Folge über der von der japanischen Notenbank (BoJ) angepeilten Marke von zwei Prozent.

Die Inflationsrate für Konsumgüter ohne die stark schwankenden Komponenten frische Lebensmittel und Energie betrug den Angaben zufolge 2,8 Prozent. Experten werteten dies als ein weiteres Zeichen für einen starken unterliegenden Preisdruck. Inklusive der Preise für frische Lebensmittel und Energie habe die Inflationsrate bei 3,8 Prozent gelegen. Alle drei Werte lagen damit über dem Anstieg im Oktober. Die Daten befeuern Spekulationen, dass die japanische Notenbank (BoJ) nach dem überraschenden Strategiewechsel in dieser Woche bald zu weiteren Maßnahmen greifen könnte.

Zum Vergleich: Die Verbraucherpreise in der Eurozone kamen im November zwar von ihrem Rekordhoch etwas zurück, lagen gegenüber dem Vorjahresmonat aber immer 10,0 Prozent höher. Im Oktober hatte die Teuerung den historischen Höchststand von 10,6 Prozent erreicht.

### **Japans Notenbank könnte ihre Geldpolitik jetzt straffen**

Die japanische Zentralbank hatte am Dienstag die Finanzmärkte überrascht, indem sie eine Lockerung bei der Spanne für die langfristige Anleiherendite

angekündigt hatte. Das wurde als erster Schritt hin zu einer Straffung der geldpolitischen Zügel gewertet.

Davor hatte die japanische Notenbank stets betont, als einzige große Zentralbank der Welt ihre Strategie der extrem lockeren Geldpolitik und Stützung der heimischen Nachfrage beizubehalten. Die BoJ hielt zwar an ihrem Programm fest, die Kreditkosten auf einem Tiefststand zu halten. Sie beschloss jedoch, die Renditen zehnjähriger japanischer Staatsanleihen zwischen minus 0,5 Prozent und plus 0,5 Prozent zuzulassen. Das liegt über der aktuellen Spanne von minus 0,25 Prozent und plus 0,25 Prozent.

### **Reallöhne siebten Monat in Folge gesunken**

Derweil sind die Reallöhne in Japan bereits seit sieben Monaten in Folge gesunken. Notenbankchef Haruhiko Kuroda (78) hat dies wiederholt als besorgniserregend bezeichnet. Die Aufmerksamkeit richtet sich deshalb nun auf das Ergebnis der anstehenden jährlichen Lohnverhandlungen zum Frühjahr, die nur wenige Wochen vor Kurodas Rücktritt im April anstehen. Angesichts der jüngsten Preiserhöhungen und der relativ starken Geschäftsentwicklung der japanischen Unternehmen in diesem Jahr, die durch den schwächeren Yen begünstigt wurde, erwarten Experten jetzt einen gewissen Anstieg der Löhne. Es bestehe die Möglichkeit, dass die BoJ weitere Maßnahmen ergreift, je nachdem, wie die Verhandlungen über die Grundgehälter verlaufen, sagte Volkswirt Koya Miyamae Miyamae vom Analysehaus SMBC Nikko.

<https://www.manager-magazin.de/finanzen/japan-inflationsrate-auf-hoechstem-stand-seit-mehr-als-40-jahren-a-53fa79d0-3c4f-4c23-9387-06fdc8ee9640>

etwas Akk. anpeilen – пеленговать, засекать

die Zügel (Pl.) – вожжи, поводья

etwas Akk. straffen – оптимизировать, подтягивать, натягивать

die Spanne – диапазон, промежуток, разрыв

## 1. Wörter und Wendungen

im Vergleich zu D. – в сравнении с

auf den höchsten Stand klettern – подняться на самый высокий уровень

die Verbraucherpreise steigen – потребительские цены растут

die japanische Notenbank (BoJ) – эмиссионный банк

Die Inflationsrate für Konsumgüter betrug – уровень инфляции для потребительских товаров составил

den Angaben zufolge – по данным

zu weiteren Maßnahmen greifen – прибегнуть к дальнейшим действиям

den historischen Höchststand von ... Prozent erreichen – достичь исторического максимума в ... %

die Anleiherendite – доходность облигаций

Renditen für Staatsanleihe – доходы с государственного займа

werten als – оценивать как

die Aufmerksamkeit richtet sich auf – внимание сосредоточено на jemanden, etwas begünstigen – благоприятствовать

### Aufgaben zum Text:

#### 1. Beantworten Sie die Fragen:

- Was hat die japanische Regierung mitgeteilt?
- Was beeinflusst den Preisdruck laut Experten?
- Zu welchen Maßnahmen will die japanische Zentralbank greifen?
- Welche Entscheidung wurde schon getroffen?
- Wie ist die Situation mit Reallöhnen?

- Sind die Prognosen über die Löhne eher positiv?

**2. Geben Sie die wichtigsten Informationen des Textes in 5-6 Sätzen wieder.**

**3. Fassen Sie den Artikel in 10-12 Sätzen zusammen.**

**4. Erstellen Sie einen ausführlichen Plan Ihrer Erzählung. Zu jedem Punkt machen Sie Notizen (3-4 Sätze).**

**5. Finden Sie diese Informationen im Text und berichten Sie darüber auf Deutsch:**

- Sind die Verbraucherpreise in der Eurozone höher als in Japan?
- Wie nennt der Notenbankchef die Lage mit den Reallöhnen?

**Lexikalische Aufgaben:**

**1. Beenden Sie die Sätze mit der Lexik aus dem Text:**

1. Die Regierung in Tokio teilte mit, .....
2. Experten hatten mit .....gerechnet.
3. Die Inflationsrate hat.....gelegen.
4. Die japanische Zentralbank hatte die Finanzmärkte überrascht, indem.....
5. Das wurde als.....gewertet.
6. Die Notenbank hielt zwar an ihrem Programm fest, .....
7. Sie beschloss jedoch, .....
8. Die Reallöhne sind .....
9. Experten erwarten, dass .....

**2. Welche Begriffe haben eine ähnliche Bedeutung? Ordnen Sie zu.**

der Tiefstand	der Boom
der Aufschwung	die Expansion
die Hochkonjunktur	die Rezession
der Abschwung	die Depression

**3. Welches Verb passt nicht? Streichen Sie es durch.**

Die Inflationsrate beträgt – beläuft sich auf – liegt – legt  
Preise gehen in die Höhe – nehmen zu – erhöhen sich – steigern  
Renditen erzielen – anleihen – erwirtschaften – sich vergnügen  
Löhne sinken – senken – steigern – auszahlen – kürzen  
Maßnahmen ergreifen – treffen – umsetzen – machen

**4. Übersetzen Sie ins Russische die unterstrichenen Sätze**

**Aufgaben zur Grammatik:**

**1. Bilden Sie Sätze aus vorgegebenen Wörtern.**

1. In – die Verbraucherpreise – stark – so – Japan – steigen – sein – als –
2. Jahren – wie – seit – mehr – nicht mehr (Perf.)
3. Inklusive – für – die Preise – frische – und – Lebensmittel – Energie – haben – die Inflationsrate – liegen – bei 3,8 Prozent (Prät.)
4. Davor – die japanische Notenbank – haben – betonen – stets – ihre Strategie – einzige große Zentralbank – die Welt – als – der extrem lockeren Geldpolitik – tragen – und – Stützung der heimischen Nachfrage – beibehalten. (Perf.)
5. Die BoJ – festhalten – an – ihr Programm – zwar – die Kreditkosten – ein Tiefststand – auf – zu – halten (Prät.)

## **2. Bilden Sie das Partizip I.**

Die Komponenten, die stark schwanken, sind stark.....

Ein Preisdruck, der stark unterliegt, ist ein .....

Ein Strategiewechsel, der überrascht, ist ein .....

Die Lohnverhandlungen, die jährlich anstehen, sind .....

## **3. Dank, angesichts, anlässlich, mangels? Ergänzen Sie die passende Präposition.**

1. .....großer Spende konnte das Projekt finanziert werden.

2. ...Des Geldes eines Spenders war die festliche Veranstaltung möglich.

3. .....unseres 50-jährigen Jubiläums veranstalten wir ein großes Fest.

4. .....der Katastrophe spendeten viele Leute Geld.

5. .....genügender Anmeldungen musste die Konferenz ausfallen.

6. .....der jüngsten Preiserhöhungen und der relativ starken Geschäftsentwicklung der japanischen Unternehmen erwarten Experten jetzt einen gewissen Anstieg der Löhne.

## **Abschlussaufgabe**

### **Interpretieren Sie den Text. Stützen Sie sich dabei auf die nachstehenden Redemittel:**

In diesem Text geht es um das Thema....

Der Text gehört ..... Bereich der wissenschaftlichen Interessen.

Im ersten Teil geht es um .....

Es wird berichtet, dass .....

Der zweite Abschnitt handelt von .....

Der dritte Teil behandelt das Thema .....

Eine wichtige Aussage ist .....

Abschließend kann man sagen, .....