

ПЕРМСКИЙ
ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

**ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНОЙ СФЕРЕ
ДЕЯТЕЛЬНОСТИ (АНГЛИЙСКИЙ):**

**ENGLISH FOR POLITICAL STUDIES
AND INTERNATIONAL RELATIONS**



Пермь 2023

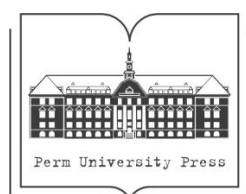
МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное
образовательное учреждение высшего образования
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

**ИНОСТРАННЫЙ ЯЗЫК
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Пермского государственного национального
исследовательского университета в качестве
учебно-методического пособия для студентов,
обучающихся по направлениям подготовки бакалавров
«Политология», «Международные отношения»*



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Учебно-методическое пособие составлено в соответствии с требованиями программы и имеет ярко выраженную профессиональную направленность. Пособие способствует обучению студентов чтению и пониманию текстов по специальности, а также развивает умение говорить на профессиональные темы; знакомит с элементами реферирования и аннотирования; формирует у студентов навыки презентации своей научной работы на английском языке; обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку с учетом межкультурологического и страноведческого аспектов. Пособие состоит из 8 разделов (Units), каждый из которых посвящен отдельным аспектам политической науки и международных отношений. Тематика текстов соответствует наиболее общим темам, которые студенты изучали в профессиональных курсах на русском языке. Комплекс упражнений направлен на активное овладение профессиональным языком, обучение разным видам чтения для работы со специализированной литературой, овладение навыками и умениями, необходимыми для участия в конференциях и дискуссиях по тематике профессионального характера.

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ОТ СОСТАВИТЕЛЕЙ

Данное пособие предназначено для студентов ПГНИУ очной и заочной форм обучения, может применяться как для аудиторной, так и самостоятельной работы.

Пособие представляет собой подборку текстов и упражнений для изучения языка профессиональной коммуникации студентами историко-политологического факультета. Дисциплина предусматривает практические аудиторные занятия по английскому языку, а также самостоятельную работу.

Учебно-методическое пособие базируется на следующих принципах:

1. Пособие представлено в электронной форме, но подобная форма – не механическая замена бумажного носителя на экран компьютера или смартфона. Это комплекс заданий для работы как с ИКТ, так и без них. т.е. все тексты могут быть распечатаны и розданы, аудио проигрываться с телефона преподавателя и т.д. Таким образом, задания в пособии не привязаны к техническому оборудованию конкретной аудитории и не требуют от студентов обязательного использования компьютеров и иных электронных устройств.

2. Пособие строится на коммуникативном принципе, т.е. ставит основной своей целью стимулировать продуктивную речевую деятельность, особенно устную, в условиях парной и групповой работы на занятии.

3. Пособие также основано на принципе методической и профессиональной компетенции преподавателя. Так, сложность заданий может варьироваться в зависимости от уровня группы, к которому преподаватель самостоятельно адаптирует те или иные задания, идя при этом строго по плану занятия.

4. Пособие строится по принципу «структура» – «блок», когда одно или несколько заданий (блок) могут заменяться, упрощаться, либо усложняться, варьироваться иным способом, не нарушая при этом общую логику, структуру пособия (см. п.3).

5. Пособие необязательно загружать на какую-либо онлайн-платформу или в систему, поскольку работать можно через социальную сеть «ВКонтакте», где зарегистрировано большинство студентов, а также через различные мессенджеры, электронную почту и т.д. Строго говоря, студент может не работать ни с каким интерфейсом, поскольку большинство заданий (аудио, видео, тексты) представлены на сайтах, которые открываются через браузер.

Цель изучения данной дисциплины – формирование иноязычной коммуникативной компетенции в сфере международных отношений и политологии. Настоящий курс иностранного языка носит коммуникативно-ориентированный и профессионально-направленный характер.

В процессе обучения осуществляется:

- развитие навыков восприятия и порождения устной и письменной речи в сфере политологии и международных отношений;
- развитие продуктивных и рецептивных речевых навыков;
- развитие умений корректного применения профессиональной терминологии в различных сферах.

Задача всех разделов курса – интегрировать знания студентов в англоязычный дискурс, что включает в себя рассмотрение географических названий, имен известных историков и политологов, понятий, относящихся к государственному строю, управлению и бюрократии. В процессе освоения материала студент получает знания о дипломатическом речевом этикете, формах и правилах построения текстов в монологическом и диалогическом типах речи в письменной и устной формах, развивает навыки корректного использования профессиональной лексики и коммуникативных стратегий в профессиональной сфере, а также овладевает набором речевых образцов и моделей речевого поведения. В результате студент становится готов к иноязычной коммуникации в сфере политологии, что подразумевает участие в текущей научно-исследовательской работе, а также дальнейшую самостоятельную работу по повышению уровня владения иностранным языком.

Компетенции, формируемые в рамках данного курса, согласно ФГОС 3++:

ОПК.1 Способен осуществлять эффективную коммуникацию в мультикультурной профессиональной среде на основе применения понятийного аппарата социальных и гуманитарных наук

Индикаторы

ОПК.1.4 Использует общенаучную и политологическую терминологию на иностранном(ых) языке (ах) в профессиональной деятельности

ОПК.1.5 Осуществляет коммуникацию в ключевых сферах политической деятельности на иностранном(ых) языке(ах).

В качестве используемых информационных технологий применяется: визуализация учебного материала с применением мультимедийных средств (видео презентации, Power Point презентации, аудио презентации, графические учебные материалы).

UNIT 1.

GEOGRAPHY: COUNTRIES, CAPITAL CITIES, NATIONALITIES AND LANGUAGES

LESSON 1.

Geography: Countries, Capital Cities, Nationalities and Languages

Countries and nationalities			
Country	Nationality	Language	Flag
England	English	English	
Ireland ['aɪərlənd]	Irish	English/Irish Gaelic	
Poland	Polish	Polish	
Scotland	Scottish	English	
Spain	Spanish	Spanish	
Germany	German	German	

LEAD-IN

Answer the questions:

1. Do you know all countries in the world?
2. How well do you know the world's capital cities?
3. Which is the largest country in the world?
4. Which is the smallest country in the world?
5. Which country would you like to go and why?

Task 1. How well do you know the world's capital cities? Click here <https://www.britannica.com/quiz/countries-and-capitals-quiz> and take Countries and Capitals Quiz. Share the results in class.

ACTIVE VOCABULARY

Task 2. Click here <https://www.vocabulary.cl/Basic/Nationalities.htm> and learn Countries & Nationalities in English.

SPEAKING

Task 3. THE DISCUSSION ON COUNTRIES. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to Student B.)

1. What are countries?
2. Do we need so many countries in the world?
3. What is the most beautiful country in the world?
4. Which will be the next country to be created?
5. What things are necessary for a country to be a country?
6. What country would you love to live in?
7. What is the most dangerous country in the world?
8. Would the world be better with more or fewer countries?
9. What is the most successful country in the world?
10. Which country produces the most delicious food?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Do you like your country?
2. How many countries have you been to?
3. Are there any countries you don't like?
4. Why do neighbouring countries go to war with each other?
5. What changes would you like to make to your country?
6. How has your country made you the person you are today?
7. Do you think everyone should live in their own country?
8. What positive things can the world learn from your country?
9. Which country in the world do you most admire and why?
10. If you were a country, what would you be and why?

GRAMMAR

Study this information

Articles with Geographical Names

We generally use either 'the' or 'no article' with geographical names in English. There isn't a lot of logic! We just need to learn if we need 'the' or 'no article' for each kind of place.

Do use the before the names of

1. points on the globe (the Equator, the North Pole)
2. mountain ranges (the Smoky Mountains, the Andes)
3. island chains (the Florida Keys, the Pacific Islands)
4. geographical areas (the East, the Midwest)
5. rivers, seas, and oceans (the Mississippi River, the Atlantic Ocean, the Nile River)
6. deserts and peninsulas (the Mojave Desert, the Balkan Peninsula)
7. groups of lakes (the Great Lakes)

Do not use the before the names of

- continents (North America, Asia, Africa)
- mountains (Mount Rushmore, Mount Everest)
- islands (Saint Lucia, Antigua, Grenada)
- streets (Broad Street, Wilson Avenue)
- cities and towns (Birmingham, Seattle, Las Vegas)
- states (Alabama, Washington, Nevada)
- lakes (Lake Erie, Lake Kissimmee, Lake Rabun)

Task 4. Click here <https://www.alangle.com/2013/11/articles-with-geographical-names.html> and take the quiz “Articles with geographical names”.

READING

Before reading

Task 5. TENSIONS: What do you know about tensions between these countries? How dangerous are these situations?

	What I Know	How Dangerous?
China / USA		
North and South Korea		
Saudi Arabia / Yemen		
Israel / Iran		
Ukraine / Russia		
India / Pakistan		

Task 6. DIPLOMATIC SKILLS: Rank these with your partner. Put the most important diplomatic skills at the top. Discuss the results in class.

- Conflict resolution
- Emotional intelligence
- A sense of humour

- Nonverbal communication
- Compromise
- Reflection
- Be open-minded
- Tact

Task 7. Read the article and do the tasks after it.

China and India agree to peace over border (10th June, 2020)

China and India have agreed to resolve a border dispute that was a worrying source of tension between them. The past few weeks have seen tit-for-tat attacks between the world's two most populous nations. The skirmishes between the two nuclear powers took place high up in the Himalayas. There have been various flashpoints along the long border that divides the two countries. Chinese and Indian officials met on Saturday in Ladakh, an area adjacent to the border. They agreed to "peacefully resolve" their dispute in a "cordial" meeting. India's Foreign Ministry said: "Both sides agreed to peacefully resolve the situation in the border areas in accordance with various bilateral agreements."

The area under contention is called the Line of Actual Control (LAC). This was a border established in 1993. It is one of the longest land borders in the world. Minor conflicts have taken place along it since the bloody Sino-Indian War (also known as the Indo-China War) in 1962. The glacial terrain along the LAC means the physical location of the border is shifting. This has made it difficult to pinpoint what areas of the craggy landscape belong to which country. China said: "This year marked the 70th anniversary of the establishment of diplomatic relations between the two countries, and both sides agreed that an early resolution would contribute to the further development of that relationship".

Sources

<https://breakingnewsenglish.com/2006/200610-border-dispute.html>

<https://edition.cnn.com/2020/06/07/asia/china-india-intl-hnk/index.html>

<https://www.arabnews.com/node/1686386/world>

<https://www.cnbc.com/2020/06/08/india-and-china-agree-to-peacefully-resolve-border-tensions.html>

After reading

Task 8. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).

- | | |
|--|--------------|
| 1. The article said the border was a worrying source of tension. | T / F |
| 2. There have been tit-for-tat attacks along the border in recent weeks. | T / F |
| 3. The skirmishes between China and India were in the Himalayan foothills. | T / F |
| 4. The two nations agreed to conform to bilateral agreements. | T / F |

- | | |
|--|--------------|
| 5. The current border was established in 1983. | T / F |
| 6. The two countries fought a bloody war in 1993. | T / F |
| 7. Shifting ice means the border between the two nations keeps moving. | T / F |
| 8. Diplomatic relations between the two countries started in 1950. | T / F |

Task 9. Comprehension questions.

1. What did the article say the dispute was a worrying source of?
2. What kind of attacks did the article say were taking place?
3. In which area did the officials meet?
4. In what kind of meeting will the two nations resolve their dispute?
5. What kind of agreements will the nations follow?
6. What does LAC mean?
7. When was the Indo-China War?
8. What kind of terrain did the article say the border was on?
9. How long ago did China and India establish diplomatic relations?
10. What kind of resolution would further relations between China and India?

WRITING

Task 10. There should be no borders between countries. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view*. Use linking words and phrases (First, Second, But etc).**

***Agreeing and disagreeing**

Here are some expressions you can use to agree and disagree. You will need to use these expressions in a discussion activity.

Agreeing

That's right!
 Absolutely!
 Exactly!
 Me too!
 Yes, I agree!
 I totally agree!
 I couldn't agree more!
 I see exactly what you mean!
 You're right. That's a good point.

Disagreeing

I don't agree!
 I totally disagree!
 Absolutely not!

That's not right!

I'm not sure about that.

Partly agreeing

I agree up to a point, but ...

I see your point, but ...

That's partly true, but ...

I'm not so sure about that.

It is always a good idea to justify your opinions. Don't just say 'I agree', but say 'I agree because I think that ... (explain your reason).'

****Linking words and phrases**

Using linking words within and between sentences and paragraphs helps to make your writing flow logically. These words act as signposts, assisting your reader to move easily from one idea to the next, and to see relationships between sentences or paragraphs. Linking words are particularly useful for indicating that you are going to explain something, to give an example or to use a time sequence, or to offer a contrasting view.

Presenting Your Opinion:

In my opinion: In my opinion, both the government and citizens of a country should come forward and fight corruption.

I think: I think, students at the university level should not be forced to attend the class.

In my view: In my view, mothers have more intimate relationships with their children and that is why they should spend more time with them.

I believe: This is undoubtedly a very good solution but I believe, there are better solutions than that.

I admit: I admit that we now have a busy life but that does not mean that we should not find time to take part in community programmes that are aimed to make our community a better place to live in.

Giving Examples:

To cite an example: To cite an example, I started learning a second language at my primary school and that did not increase my study pressure at all.

For example: For example, most companies want their employees to enhance their skills so that they can better performance over time.

For instance: For instance, many developing countries are trying to improve their GDP through their export activities.

Namely: Namely, Australia and Canada have many charity organisations which work exactly for this cause.

To illustrate: To illustrate, universities, these days, offer a wide range of subjects than they used to do in the past.

One clear example: One clear example would be my sister who, despite her graduation in mathematics, works as a journalist in a daily newspaper.

In other words: In other words, fathers should share these responsibilities and let mothers enjoy some leisure hours. [N.B. Use this expression (i.e. in other words) to express or point something in a different way, to make it easier, clear and to emphasise.]

To give an example: To give an example, modern household appliances and kitchenware have made the cooking process easier and faster.

Listing Points:

First/ Firstly/ To begin with:

First, public transportations are cheap and can carry many passengers at a time. Firstly, increasing the fuel price would affect the daily budget of all citizens. To begin with, old people has paid taxes and worked for the country for their whole life.

Second/ Secondly:

Second(ly), we do not have to worry about parking, garage, traffic rule violation and fuel cost when we do not own a car.

Third(ly)... Fourth(ly):

Third(ly), smoking does not have a single benefit but a pile of disadvantages. Fourth(ly), the ever-increasing population is a reason for increased house rent, competitive job market and pollution.

Lastly/ Finally/ Last but not least:

Lastly, rail is one of the safest transportation systems that can carry a huge number of passengers at a time. Finally, parents spend more time with their children than a teacher does. Last but not least, countries like Bangladesh, India, Pakistan and Nepal prove that violence and crime can be at a peak even under the woman leadership.

Reasons and Causes:

Since: Since the developing countries have adopted technology in their agriculture sector, their yearly productions have increased significantly.

Because: Another group of people attend a night school because they work in the daytime.

As: As mothers mostly stay home, they have a greater responsibility in upbringing children.

Due to: Due to the widespread corruption in these less developed countries, the fund should be directly handled and utilised by the authority of the developed countries.

Owing to: (means because of/ on account of). The new factory would have many negative effects and would destroy the serenity of our community owing to its location in the middle of our area.

Adding Information:

Additionally: Additionally, computer games are addictive and can waste a large portion of the valuable time of a school-going child.

Moreover: Moreover, young people have better technological knowledge than the older generation.

In addition: In addition, fast food contains fat, preservative, and other harmful ingredients which are very detrimental to our health.

Furthermore: Furthermore, helping developing countries in terms of providing education facilities, can strengthen the relationship between two countries.

And: And the negative impacts of establishing a large factory in our community would trigger other adverse consequences which would be hard to tackle in the long run.

Not only... but also: Not only deforestation damages the natural habitats of many species but also is the main reason for global warming.

Also: Also, cities provide better job opportunities and a better living standard.

As well as: Too much dependency on technological devices as well as the internet would bring catastrophic consequences once something goes wrong.

Results and Consequences:

As a result: As a result, lessons learned from our experiences have better effects on our life.

Hence: Hence, I completely disagree that the factory would be a good place for new jobs for the community people.

So: So, owning a private car would offer someone the freedom that he usually does not have without it.

Therefore: Therefore, television is the most popular media for entertainment in most of the countries in the world.

Thus: Thus, overreliance on technology can bring dreadful events in the upcoming future.

Consequently: Consequently, we remember such gifts and revere the good wishes that were conveyed through those gifts.

For this reason: For this reason, I would like to own a private car than always relying on public transportations.

To Indicate Time:

Subsequently: Subsequently, the increasing population in the city areas are the main reason there are so many unemployed people in these cities.

Eventually: Eventually, the cost of medical health care would increase day by day and mass people would find it hard to get proper medical facilities.

Meanwhile: Meanwhile, a single international language would reduce the language barrier among the people of different countries to a great extent.

Henceforth: (Meaning – Hereafter, hence, subsequently, from now on.) Henceforth, the government should increase its budget and manpower for fighting corruption.

Initially: Initially, it can be supported by the government but in the long run, it should be people who should spontaneously support this cause both verbally and financially.

Highlighting & Emphasising:

Especially: This step would be advantageous for people, especially for rural people, as it would increase the job opportunities in rural areas.

Clearly: Clearly, this law is a violation of people's privacy and that is why this law needs amendments.

Obviously: Obviously, automation in government sectors would reduce corruption to a great extent.

Specifically: Corruption in government sectors, specifically in countries like India and Bangladesh, is another hindrance in the overall progress.

Of course: Of course, the government has a responsibility to support those older people. But that does not mean that children of such senior citizens are free from their own responsibilities towards their aged parents.

In particular: In particular, there is almost no university in such underdeveloped areas and a large number of students, due to this, move to the city areas each year.

Presenting Contrast:

Despite: Despite its immense benefits, we should be wary of its usages in our daily life.

In spite of: In spite of remarkable progress in recent years, women are still suffering from social discrimination in many developing countries.

By contrast: By contrast, knowledge gained from travelling and from real-life experiences has a greater impact on our future course of actions in life.

Alternatively: Alternatively, the government can impose laws to control the market price of most essential commodities.

Another opinion could be: Another option could be restricting the number of children a family can have.

On the other hand: On the other hand, owning a car is expensive as it requires parking, fuel, servicing, maintaining and yearly renewal costs.

Still: Still, strictly controlling the number of children a family can have is not a feasible solution.

However: However, many destitute families rely on the earnings those young children bring to the family.

Although: Although implementing this would require a huge sum of money, this, in my opinion, is the most optimal solution.

Even though: Even though their arguments are somewhat convincing to listen to, in reality, the scenario is quite the opposite.

But: But, the investment in trade and finance alone does not guarantee a steady growth of the GDP for this country.

Presenting Comparison:

In comparison: In comparison to the past century, people these days do not have a strong family tie.

Admittedly: Admittedly, severe punishments set examples to other people temporarily but it lacks any long term effect.

Similarly: Similarly, capital punishment is brutal and fail to establish a bridge between social unrest and reformation.

Likewise: Likewise, technological advancement creates new job opportunities both in developing and developed countries.

In the same way: In the same way, increasing the tax would not be a viable solution to address this issue.

Linking Words for Conclusion:

In conclusion: In conclusion, we should strictly monitor the type of programmes our children watch each day.

To conclude: To conclude, university admission should be merit-based, not gender-based.

To draw the conclusion: To draw the conclusion, this is our world and we have to save it. Uncontrolled use of natural resources would endanger our very existence and that is why we should be much sensible of their usages.

To sum up: To sum up, it is up to us to judge the authenticity of the news. But the journalists also have a professional and moral obligation to present us the truth.

SPEAKING

Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'peace'?
3. What do you know about the skirmishes on the China-India border?
4. What do you think of your country's borders?
5. Has there ever been any trouble along your country's borders?
6. What sources of tension are there between your country and others?
7. How worrying would a China-India conflict be?
8. Have you ever done anything that was "tit-for-tat"?
9. Can all border disputes be resolved cordially?
10. Which border dispute needs resolving most?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'border'?
3. What do you think about what you read?
4. What do you think when you cross a national border?
5. What is the role of a diplomat?
6. Do you think you would be a good diplomat?
7. What would have happened if the skirmishes led to war?
8. How do you think the China-India relationship should develop?
9. How important is it for China and India to get on well?
10. What questions would you like to ask the diplomats?

Task 12. THE DISCUSSION ON NATIONALITY. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What comes to mind when you hear the word 'nationality'?
2. Are you happy with your nationality?
3. If you could change nationality, which other nationality would you choose?
4. Is nationality a problem in today's world?
5. What's the difference between nationality and race?
6. Is nationality important?
7. Would you like dual nationality? What are the benefits?
8. Is your nationality or religion more important to you?
9. What difficulties do you think there are in marrying someone from a different nationality to you?
10. What nationality are people with no countries (Kurds, Palestinians, etc)?

STUDENT B's QUESTIONS (Do not show these to student A)

1. What should schools teach children about nationality?
2. Will nationality become more or less important in the future?
3. What are the good points about your nationality?
4. What are the bad points about your nationality?
5. What other nationalities does your country have a problem with?
6. When are you most proud of your nationality?
7. If you changed your nationality, would you love your new country more than your original country?
8. Do you look like your nationality?
9. What things are common among people with your nationality?
10. Do you think your nationality is pure?

HOME ASSIGNMENT

Task 1. Take one country and talk about its geographical position (12-15 sentences). To get some examples, click here <https://englishinn.ru/the-geographical-position-of-a-country-its-nature-and-climate.html>. In class, read your description not naming the country and ask your classmates to guess the name.

Task 2. Click here <https://www.practisingenglish.com/english-grammar-exercises/articles-places.htm> and take the quiz "Exercise: articles and place names".

LESSON 2.

Famous People (History, Diplomacy, and Politics). World Leaders



LEAD-IN

Answer the questions:

1. Who are the people in the picture above? What do you know about each of them?
2. Who are the three famous people in history?
2. Who are the three famous people in politics?
3. Who are the three famous people in diplomacy?
4. Who has had a positive impact on the world and why?
5. Who has had a negative impact on the world and why?

Task 1. Click here <https://play.howstuffworks.com/quiz/can-you-name-these-world-leaders> and take the quiz “Can You Name These World Leaders?”

ACTIVE VOCABULARY

Task 2. Click here <https://quizlet.com/219556275/famous-people-vocabulary-celebrity-celebrity-flash-cards/> as well as here <https://www.stgeorges.co.uk/celebrity-fame-vocabulary-the-difficulty-of-stardom/> and learn Celebrity and Fame vocabulary. Make up 5 sentences using some of the words/phrases given.

SPEAKING

Task 3. THE DISCUSSION ON LEADERSHIP. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What springs to mind when you hear the word 'leadership'?
2. Do people automatically have leadership or must they learn it?
3. Why is good leadership important?
4. What do you think of the leadership of your country?
5. What is the most important thing a leader must remember about leadership?
6. Have you ever been in positions of leadership?
7. What leadership quality do you most value/admire?
8. Who in the world do you think possesses the greatest leadership skills?
9. Would you like to take a course in leadership?
10. What do you think of the leadership of the US President and your country's leader?

STUDENT B's QUESTIONS (Do not show these to student A)

1. What leadership qualities do you have?
2. What leadership qualities do you want or need in the future?
3. Are people who have leadership qualities more physically attractive than people with no leadership skills?
4. Is there always stress with leadership?
5. Does leadership exist in a romantic partnership?
6. Is leadership an art or a science?
7. Do you think people with no leadership skills have a more or less happy life?
8. Does good leadership require bullying?
9. What different kinds of leadership styles are there?
10. How often are there leadership battles in your country? Do they interest you?

Task 4. Work with a partner. Think of one world leader, describe him or her (5-10 sentences) so that your classmates can guess who you are talking about.

READING

Before reading

Task 5. LEADERS: Who are the world's best leaders in these areas? Complete this table with your partner(s).

	Who?	Why?
Politics		
Business		
Sports		
IT		
Religion		
Other _____		

Task 6. LEADERS: Rank these with your partner. Put the best at the top. Share your ranking in class.

- Joe Biden
- Bill Gates
- Patriarch Kirill of Moscow
- Pope Francis
- Donald Trump
- Angela Merkel
- Vladimir Putin
- Ali Khamenei

Task 7. Read the article and do the tasks after it.

Pope Francis most popular world leader (28th March, 2016)

Pope Francis is more popular than any political world leader. This is what an opinion poll has suggested. The poll was carried out by WIN/Gallup International on Thursday. It found that 54 per cent of people around the world have a favourable opinion of the Pope. Researchers asked over 1,000 people in 64 countries about who they thought was the world's best leader. Pope Francis was most popular with Roman Catholics. Around 85 per cent of Catholics who took part in the poll said they had a favourable opinion of him. Most of the people who did not believe in any god had a favourable opinion of the Pope. The president of WIN/Gallup International said: "Pope Francis is a leader who transcends his own religion."

It was fairly predictable where Pope Francis, 79, was most popular. The largely Catholic countries of Portugal and the Philippines were the most enthusiastic about him, with ratings of 94% and 93%. Pope Francis's lowest ratings came in Algeria, Tunisia and Turkey. These were the only countries in the poll to give Francis a negative rating. Most people in Azerbaijan said they did not know much about him. The Pope beat other world leaders like U.S. president Barack Obama and German chancellor

Angela Merkel. The BBC's religious affairs correspondent said: "Francis has enjoyed enormous goodwill and won the hearts and minds not just of Roman Catholics but also of people from other religions."

Sources

- <https://breakingnewsenglish.com/1603/160328-world-leader.html>
- <http://www.newsweek.com/popular-pope-francis-gets-better-ratings-obama-and-merkel-says-poll-440262>
- <http://www.bbc.com/news/world-35888289>
- <http://catholicherald.co.uk/news/2016/03/24/pope-francis-most-popular-among-global-rich-says-study/>

After reading

Task 8. TRUE / FALSE: Guess if a-h below are true (T) or false (F).

1. The article says Pope Francis is more popular than political leaders. **T / F**
2. Over 60% of people have a favourable opinion of Pope Francis. **T / F**
3. Over 80% of Roman Catholics have a favourable opinion of Francis. **T / F**
4. People who do not believe in God have a favourable opinion of Francis. **T / F**
5. The Philippines was the country most enthusiastic about Pope Francis. **T / F**
6. Pope Francis got a positive rating from Turkey. **T / F**
7. The article says Barack Obama is more popular than Angela Merkel. **T / F**
8. The BBC said Pope Francis won hearts and minds. **T / F**

Task 9. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|------------------|-----------------|
| 1. popular | a. positive |
| 2. suggested | b. reporter |
| 3. favourable | c. indicated |
| 4. took part | d. foreseeable |
| 5. transcends | e. well liked |
| 6. predictable | f. eager |
| 7. largely | g. participated |
| 8. enthusiastic | h. huge |
| 9. correspondent | i. rises above |
| 10. enormous | j. mainly |

Task 10. COMPREHENSION QUESTIONS.

1. What kind of leader is Pope Francis more popular than?
2. What kind of Poll was carried out?
3. In how many countries did the poll take place?
4. What percentage of Catholics had a favourable opinion of Francis?
5. What did a president say Pope Francis transcended?
6. In which two countries was Francis most popular?
7. How many countries gave Pope Francis a negative rating?

8. Where did many people not know much about Pope Francis?
9. What BBC correspondent was mentioned?
10. What did a BBC correspondent say Francis had won?

WRITING

Task 11. There need to be a leader of the world. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 12. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'leader'?
3. Who is the world's best leader?
4. Why do you think Pope Francis is the most popular leader?
5. Who is the greatest leader in history?
6. Would you be a good leader? Why?
7. Does there need to be a leader of the world?
8. Are religious leaders better than political leaders?
9. What do you think of Barack Obama as a leader?
10. What advice do you have for Pope Francis?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. Who is the worst leader in the world and why?
3. What do you know about Pope Francis?
4. What do you think of Pope Francis?
5. What do you need to do to be a good leader?
6. What would you do if you were the leader of your country?
7. Why do you think some countries gave Francis a negative rating?
8. What is the leader of your country like?
9. Is a poll of 1,000 people a good way of finding the best leader?
10. What questions would you like to ask Pope Francis?

Task 13. ROLE PLAY. Work in small groups, take one of the roles and act it out.

Role A – Donald Trump

You think Donald Trump is the world's best leader. Tell the others three reasons why. Tell them why their leader isn't so good. Also, tell the others which is the worst of these (and why): Pope Francis, Vladimir Putin or Angela Merkel.

Role B – Pope Francis

You think Pope Francis is the world's best leader. Tell the others three reasons why. Tell them why their leader isn't so good. Also, tell the others which is the worst of these (and why): Donald Trump, Vladimir Putin or Angela Merkel.

Role C – Vladimir Putin

You think Vladimir Putin is the world's best leader. Tell the others three reasons why. Tell them why their leader isn't so good. Also, tell the others which is the worst of these (and why): Pope Francis, Donald Trump or Angela Merkel.

Role D – Angela Merkel

You think Angela Merkel is the world's best leader. Tell the others three reasons why. Tell them why their leader isn't so good. Also, tell the others which is the worst of these (and why): Pope Francis, Vladimir Putin or Donald Trump .

HOME ASSIGNMENT

Task 1. Click here <https://www.thefamouspeople.com/> (Historical Personalities, Leaders) or <https://famouspeoplelessons.com> (Famous People Lessons), pick one world leader or the person who is famous in History, Diplomacy or Politics and make a PowerPoint Presentation about him/her. Give a talk on their character and their role in the world (4-5 mins, 4-5 slides, Part of Test 1). Structure your presentation well*.

***Presentation structure**

Section of presentation	Signpost language
Introducing the topic	The subject/topic of my talk is ...
	I'm going to talk about ...
	My topic today is...
	My talk is concerned with ...
Overview (outline of presentation)	I'm going to divide this talk into four parts.
	There are a number of points I'd like to make.
	Basically/ Briefly, I have three things to say.
	I'd like to begin/start by ...
	Let's begin/start by ...
	First of all, I'll...
	... and then I'll go on to ...
	Then/ Next ...
	Finally/ Lastly ...

Finishing a section	That's all I have to say about... We've looked at... So much for...
Starting a new section	Moving on now to ... Turning to... Let's turn now to ... The next issue/topic/area I'd like to focus on ... I'd like to expand/elaborate on ... Now we'll move on to... I'd like now to discuss... Let's look now at...
Analysing a point and giving recommendations	Where does that lead us? Let's consider this in more detail... What does this mean for...? Translated into real terms... Why is this important? The significance of this is...
Giving examples	For example,... A good example of this is... As an illustration,... To give you an example,... To illustrate this point...
Summarising and concluding	To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered... To conclude... In conclusion ... In short ... So, to remind you of what I've covered in this talk, ... Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that I'd like now to recap...
Paraphrasing and clarifying	Simply put... In other words..... So what I'm saying is.... To put it more simply.... To put it another way....
Invitation to discuss / ask questions	I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?

LESSON 3.

History and the World of Politics



LEAD-IN

Answer the questions:

1. How much do you know about basic world history?
2. What's the relationship between history and political science?
3. Why is it important to study history in politics?

Task 1. Basic World History Quiz: Do You Know Enough To Pass This Test? Click here <https://www.proprofs.com/quiz-school/story.php?title=basic-world-history-quiz> and take the quiz. Share the results in class.

ACTIVE VOCABULARY

Task 2. Click here <https://keithspeakingacademy.com/ielts-speaking-history-topic-vocabulary-lesson/> and learn History vocabulary. Make up 5 sentences using some of the words/phrases given.

SPEAKING

Task 3. THE DISCUSSION ON HISTORY. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. Is history important to you?
2. Did you like studying history at school?
3. What period of history interests you most?
4. What do you think of the recent history of your country – the past fifty years?
5. What do you know about the early history of your country?
6. What do you think of the overall history of your country?
7. Do you think history repeats itself?
8. What period of history would you like to go back and live in?
9. Napoleon Bonaparte said "History is a set of lies agreed upon". Do you agree with this?
10. "Half of writing history is hiding the truth." What do you think of this quote in relation to what was in your school history books?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Why do people like history?
2. What do you know about your family history?
3. Is there a history of illness in your family?
4. Would you like to be a historian?
5. In his book 1984, George Orwell says: "He who controls the past, controls the future; and he who controls the present, controls the past." Do you agree? Does this apply to countries today?
6. Which people in the world have a troubled history?
7. Do you think history comes back to haunt us?
8. Does your country have a proud or violent history?
9. How would the world change if schools stopped teaching history to children and all history books were destroyed?
10. Sir Winston Churchill said: "Those that fail to learn from history, are doomed to repeat it." Do you agree with him?

LISTENING

Task 4. Before you watch

Many notable American historical figures are considered role models – but why? George Washington was devilishly smart, and Abraham Lincoln was a brave leader, but have you heard of Sybil Ludington or Beriah Green?

Watch

Task 5. Click here <https://ed.ted.com/lessons/historical-role-models-amy-bissetta#watch> and watch the video entitled “Historical role models”.

Think

Task 6. Click here https://ed.ted.com/lessons/historical-role-models-amy-bissetta/review_open#question-1 and take the quiz. Share the results in class.

Dig Deeper

Task 7. Some character traits, according to Amy Bissetta, are good for us – always have been, and always will be. Those traits include intelligence, wisdom, bravery, justice, respect, responsibility, honesty, unselfishness, compassion, patience, and perseverance. Character Education: the Character Education Network is a place for students, teachers, schools, and communities to facilitate character education. Historical Figures: This website showcases abolitionists who have been inducted into the National Abolition Hall of Fame and Museum. For students interested in learning more about virtuous people who took a stand against slavery, look no further. Learn more about some of the people mentioned in Bissetta's Lesson: Abraham Lincoln is one of the most famous world leaders. He changed the course of United States history.

Dr. Martin Luther King, Jr., perhaps the most famous civil rights leader, also changed the course of United States history. Dr. King was an activist, an orator, a thinker, and – as several recent TED Talks have pointed out – a visionary leader. These three speakers <https://blog.ted.com/martin-luther-king-jr-as-leader-a-tedtalks-playlist/> touch on ways in which King's passionate style galvanized a movement whose time had come. How did George Washington <https://ed.ted.com/lessons/the-oddities-of-the-first-american-election-kenneth-c-davis> become the first president of the United States in 1789? Who got to decide – or vote – who would become president, and how did they decide the winner? Kenneth C. Davis unveils the surprising story behind America's first presidential election.

Discuss

Task 8. Work in pairs and discuss the question: “It is important to study history. Besides the facts, what else history can teach us?”

Source <https://ed.ted.com/lessons/historical-role-models-amy-bissetta#watch>

SPEAKING

Task 9. Click here <https://www.worldatlas.com/politics/>, take one fact from the world of politics, read about it and talk about it in class.

READING

Before reading

Task 10. RELATIONS: What are your country's relations with these countries like? Complete this table and share what you wrote with your partner(s).

	Relations	History
The USA		
China		
India		
Japan		
Iran		
Your neighbours		

Task 11. PROMISES: Spend one minute writing down all of the different words you associate with the word "promises". Share your words with your partner(s) and talk about them.

Task 12. Read the article and do the tasks after it.

New Pakistan prime minister makes many promises (22nd August, 2018)

The new prime minister of Pakistan, Imran Khan, has made many promises to change his country. Mr Khan gave a speech on television on Sunday just one day after being sworn in as Pakistan's new leader. He spoke about improving his country's international image. In his speech, Khan vowed to improve relations with Pakistan's neighbours India and Afghanistan. He also said he would work on repairing ties with the United States. Relations between Pakistan and the USA have worsened in the past few years because the USA accused Pakistan of helping terrorists. Khan also promised to create millions of jobs, reform health and education, help the poor, develop opportunities for young people and fight corruption.

Imran Khan, 65, is a hugely popular figure in Pakistan. He is greatly loved for being one of his country's greatest ever cricketers. He made his international debut at the age of 18 and went on to captain Pakistan to the country's only Cricket World Cup victory, in 1992. Khan retired from cricket that same year. In April 1996, he entered politics and founded the Pakistan Tehreek-e-Insaf party. This is the Pakistan Movement for Justice. He won a seat in Pakistan's National Assembly in October 2002. In the 2013 elections, his party won the second largest number of votes, making Khan a powerful politician and possible future leader. His party won the largest number of seats in last month's election.

Sources

<https://breakingnewsenglish.com/1808/180822-imran-khan.html>

<https://www.reuters.com/article/us-pakistan-politics-khan/new-pakistan-pm-khan-calls-for-austerity-wants-bullet-proof-cars-sold-idUSKCN1L40MZ>

<https://www.aljazeera.com/news/2018/08/imran-khan-vows-cut-government-expenses-tackle-corruption-180819182720963.html>

<https://www.dawn.com/news/1427995>

After reading

Task 13. TRUE / FALSE: Guess if a-h below are true (T) or false (F).

- | | |
|---|-------|
| 1. The article said Imran Khan made 27 promises to Pakistani people. | T / F |
| 2. Imran Khan gave a speech online to tell people about his promises. | T / F |
| 3. Imran Khan wants to improve ties with Afghanistan, India and the USA. | T / F |
| 4. Mr Khan said he wanted to create over 10 million new jobs. | T / F |
| 5. Mr Khan first played cricket for Pakistan when he was 18 years old. | T / F |
| 6. Imran Khan stopped playing cricket in 1992. | T / F |
| 7. Imran Khan won a local election in 2002 to become an elected politician. | T / F |
| 8. Khan's party won the second largest number of seats in July's election. | T / F |

Task 14. COMPREHENSION QUESTIONS.

1. How many promises did Imran Khan make?
2. How long after becoming prime minister did Khan make his speech?
3. Who does Imran Khan want to improve ties with?
4. What did the article say the USA accused Pakistan of doing?
5. What did Imran Khan say he wanted to fight?
6. How old is Imran Khan?
7. When did Imran Khan make his international cricketing debut?
8. When did Imran Khan enter politics?
9. When did Imran Khan win a seat in Pakistan's National Assembly?
10. When did Imran Khan's party win the second largest number of votes?

WRITING

Task 15. It is impossible for a country's leader to keep his/her promises. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 16. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'election'?
3. What are the most important issues when people vote?
4. What do you know about Imran Khan?
5. What problems is Imran Khan facing?
6. Would you be a good leader?
7. What would you do if you were leader of your country?

8. How are your country's relations with its neighbours?
9. Do you think Imran Khan will keep his promises?
10. What advice do you have for Imran Khan?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'prime minister'?
3. What do you think about what you read?
4. What do you think of your leader?
5. How can a leader create millions of jobs?
6. Who is the most popular figure in your country?
7. What do you think of politics in your country?
8. Who is the world's greatest leader in power today?
9. Who is the world's greatest ever leader in history?
10. What questions would you like to ask Imran Khan?

Task 17. ROLE PLAY. Work in small groups, take one of the roles and act it out.

Role A – Taxation

You think taxation is the most important thing to change in your country. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which one of these does not need changing: healthcare, policing or international relations.

Role B – Healthcare

You think healthcare is the most important thing to change in your country. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which one of these does not need changing: taxation, policing or international relations.

Role C – Policing

You think policing is the most important thing to change in your country. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which one of these does not need changing: healthcare, taxation or international relations.

Role D – International Relations

You think international relations is the most important thing to change in your country. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which one of these does not need changing: healthcare, policing or taxation.

HOME ASSIGNMENT

Prepare for Test 1.

UNIT 2. INTERNATIONAL RELATIONS. INTERNATIONAL ORGANIZATIONS AND THEIR ABBREVIATIONS

LESSON 1. Politics: Definition and Classifications. Political Values



LEAD-IN

Answer the questions:

1. What comes to your mind when you hear the word “politics”?
2. Would you like to work in politics?
3. What makes a typical politics student? Click here <https://www.youtube.com/watch?v=ojC8D9pFwc4&t=1s> and watch the video to find out.

ACTIVE VOCABULARY

Task 1. Read and give Russian equivalents to the following words and word combinations given in bold type.

A. Defining politics

A crisp definition of politics is impossible. **Politics** is a term with varied uses and nuances. Politics, in its broadest sense, is the activity through which people make,

preserve and amend the general rule under which they live. Four quite different notions of politics can be identified.

POLITICS

- a) the art of government; the activities of the state
- b) public activity as opposed to private concerns
- c) a means of resolving conflict
- d) the exercise of influence to affect the distribution of resources

In political science the word **politics** may refer to:

1. (U + plural verb BrE) ideas and activities, relating to gaining and using power in a country, city or over a particular area of the world; *Politics have always interested the deputy.*
2. (U) the profession of being a politician; *The MP went into politics in his late twenties.*
3. (plural) someone's political beliefs and opinions; *What are his politics? – I assume his politics must be fairly conservative.*

<p>ADJ. + <i>politics</i> extreme, radical left-wing, right-wing sectarian working-class feminist</p> <p>VERB + <i>politics</i> discuss, talk (about)</p>	<p>Extreme politics is a type of political activity which is not directed and controlled by the institutionalized and established centres of authority in a given political system. <i>The danger that the sectarian politics of the region might be played out still more intensely in the desert, villages and towns of Iraq was a forbidding prospect.</i></p> <p><i>They never talk politics at home.</i></p>
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4. (U) the study of political power and systems of government [political science];

<p>ADT. + <i>politics</i> comparative</p> <p>VERB + <i>politics</i> do, read, study, teach, lecture in</p>	<p>Comparative politics is a method in political science for obtaining evidence of causal effects by comparing the varying forms of government in the world, and the states they govern, although governments across different periods of history may also be the units of comparison.</p>
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In everyday language the word **politics** (plural) may refer to the activities of people who are concerned with gaining personal advantage within a group, organization etc., intrigue or maneuvering within a group: *Now that I'm self-employed I don't have to worry about office politics.*

Grammar Tip

Use a plural verb when you mean political sympathies: "John's politics are a matter for him, not for me." Use a singular verb elsewhere: "Global politics is becoming a key issue."

B. Some useful words and expressions

<p>VFRB + politics enter (into), go into abandon [to stop doing something], retire from be interested in be active in, be engaged in, be/get involved in, engage in, participate in dabble in [to be involved in an activity for a short time in a way that is not serious] meddle in [interfere in], intervene in dominate [to have more importance than other things] reshape [to influence and make it develop in a particular way]</p>	<p><i>In India there is a need for educated middle-class professionals to enter politics.</i> <i>Despite the PM 's optimism, many Tories of his generation have simply abandoned politics, unwilling to put up with years in opposition.</i> <i>British Scouts met the Prime Minister to discuss how Scouting helps young people to engage in politics.</i> <i>Although it goes against diplomatic norms, western envoys posted in Dhaka have been seen dabbling in politics at critical transition periods.</i> <i>The overall effect of these reforms was the development of a more open and democratic society and a much diminished capacity for the military to meddle in politics.</i> <i>In his speech he focused on the issues which have dominated Irish politics.</i> <i>The Prime Minister advocates reforms that are intended to reshape British politics.</i></p>
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to play politics – act for personal or political gain rather than principle (as in *I don't think this judge is fair – he's playing politics*), to use politics for your own reason without caring about the effects on other people, to place partisan gain above the public interest. *The Senator says he hopes other Republican presidential candidates wouldn't play politics for their own interests if the cost of their ambition was to make this problem even harder to solve.*

anti-politics – **disillusionment with formal and established political process, reflected in** non-participation, support for antisystem parties, or the use of direct action. *We cannot understand the workings of modern society, particularly the workings of democracy, unless we supplement this basic conception of politics and power with an understanding of anti-power. Anti-power has to do with limits on the use and employment of the ordinary instruments of political power. It comes in two main forms, limitations on what politicians actually do, and limitations on what politicians are authorized to do. Just as politics is the exercise of power, antipolitics is the exercise of anti-power.*

realpolitik – a system of politics or principles based on practical rather than moral or ideological considerations. A usually expansionist national policy having as its sole principle advancement of the national interest. *Realpolitik – practical politics; a euphemism for power politics.*

power politics (syn. **gunboat diplomacy**) is a state of international relations in which a country or person attempts to get power and influence by using or threatening to use force or other actions, especially against another country. It prioritizes national self-interest over the interest of other nations or the international community.

partisan politics – strong support of a particular political party, plan or leader, usually without considering the other choices carefully. *Partisan politics is often an obstruction to good government.*

bipartisan politics, bipartisanship – two major political parties working together, negotiating compromises to reconcile opposing positions for the benefit of the constituents. In a two-party system (such as in the United States), bipartisan refers to any bill, act, resolution, or any other action of a political body in which both of the major political parties are in agreement. *Bipartisan politics has played (in important and healthy role in American democracy.*

party politics – the activities that are concerned with getting support for one political party in a country. *The decision was influenced by party politics.*

<p>ADJ./NOUN + <i>politics</i> country, local, parish-pump (relating to petty local or parochial [narrow-minded] interests) city, municipal domestic, internal, national, home global, international, world democratic, electoral, parliamentary contemporary, modern cultural, gender, sexual practical</p>	<p><i>Is the political field a worthwhile endeavor? The first determination to be made is whether the individual interest lies in the field of local, state, or national politics. To this should be added the field of party politics, aside from the field of public office. Whatever the interest – whether the goal is the governorship, other state office, the mayoralty of a city, a councilman or alderman, the Congress, or the Presidency – the objective must determine the course to pursue and the specialization of effort and preparation to be undertaken.</i></p> <p><i>Understanding the structure and pattern of the international system will lead to understanding how international politics operates.</i></p> <p><i>He argued that it was not practical politics to abolish private schools.</i></p>
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conviction politics – *politics based on strong or fixed beliefs of what is right and wrong, evil and good, in most cases it is determined by the leader's personal convictions. Conviction politics sometimes works for governments – witness Thatcher over the talklands, for example. But making policy on the basis of instinct is a much higher-risk strategy: if things go wrong they go wrong big, as Thatcher found eight years after the Talklands with the poll tax [a tax of a particular amount that is collected from every citizen of a country].*

consensus politics – *a style of politics based on compromise and conciliation; or an overlap of policy and ideological priorities between parties. Consensus politics places a high value on existing political institutions.*

mainstream politics – *political ideas accepted by most people or political activities involving most people. Many people feel that their interests are not represented by mainstream politics.*

pork barrel politics (*Am. informal, used to show disapproval*) – *a government plan to increase the amount of money spent in a particular area, done in order to gain a political advantage, so that the politician who represents the area will be more popular. When members of Congress try to gain federal funds for projects in their district or state, they are often accused of playing "pork barrel politics."*

lunar politics – *questions not having any practical significance, not connected with life. The MP's strong and subtle intellect takes up a great many problems about which we are naturally curious, and shows us that they are essentially questions of lunar politics, in their essence incapable of being answered, and therefore not worth the attention of men who have work to do in the world.*

ward politics – *local politics at its lowest level. A ward is the primary unit of the U.K. administrative and electoral geography, it is an electoral district represented by one or more councillors. In the days of ward politics, when the country was smaller and the technology simpler, the party bosses knew a lot of the voters personally, and they or their lieutenants kept tabs on them. They knocked on their doors, slipped literature in their mailboxes, rewarded loyalty with a ticket to a ballgame here, a letter of recommendation there, maybe even a job.*

identity politics – *political action to advance the interests of members of a group because of a real or supposed shared identity or characteristic (such as race or gender), usually in response to the perception that certain human rights have been denied to them. The term has been used principally in United States politics since the 1970s. "However, identity politics, whether in the guise of nationalism, feminism, or some other form of political expression is on the defensive these days" (Clarence Lusane).*

Task 2. Rewrite these sentences using a synonymous word or expression instead of the underlined parts of the sentences.

1. The MP entered politics in 1926 and quickly made a name for himself in the Labour Party.
2. The early works of this philosopher reflect his extreme politics.
3. The President demands that the new Government members retire from politics and refrain from making public commentaries.
4. As a churchman he was accused of meddling in politics.
5. For his postgraduate degree Tom decided to study politics.
6. Hilary Clinton's political beliefs and sympathies were shaped in her college days.
7. The Senator had been active in domestic politics for some years before he decided to focus on international issues.

Task 3. Paraphrase the underlined parts of these sentences. Use the vocabulary given in this unit.

1. The president should stand above working only for his/her political party.
2. The modern period when intensified media exposure has effectively brought to light examples of corruption and dishonesty gave rise to the rejection of the personnel and machinery of conventional political life.
3. Her book examines how power is shared between men and women.

4. The party is trying to exploit the political views that lower classes envy upper classes.

5. The Prime Minister was accused of trying to get a political advantage at the expense of ordinary people who may lose their jobs.

6. The Republican candidate's statement that if elected he will boost social spending was considered to be another cheap political stunt and an attempt to increase his popularity.

7. The party cannot afford to lose touch with political reality and devote too much attention to the non-viable plans.

8. As a subject for her postgraduate paper the student decided to take international diplomacy in which each nation uses or threatens to use military or economic power to further its own interests.

9. For good governance, any country needs a government that has a visionary focus on growth and development and an opposition that is strong and constructive. Unfortunately, the pursuit of selfish, short-term interests has taken over from any long-term visionary focus.

SPEAKING

Task 4. Explain what each of the quotations relating to politics means. How do they characterize politics? Do you agree or disagree with the statements?*

1. "Politics makes strange bedfellows." (C. Warner)

2. "Practical politics consists in ignoring facts." (H. B. Adams)

3. "Politics is not an exact science...but an art." (Otto von Bismark)

4. "A week is a long time in politics." (J. H. Wilson)

5. "Chemistry plays a far more crucial role in politics than is usually imagined."
(Zbigniew Brzezinski)

6. "In politics you have your word and your friends; go back on either and you are dead." (Morton C. Blackwell)

7. "Politics are almost as exciting as war, and quite as dangerous. In war, you can only be killed once, but in politics many times." (Winston Churchill)

8. "Finality is not the language of politics." (Benjamin Disraeli)

9. "I was told repeatedly not to enter politics, that politics is a dirty business... Politics is the lifeblood of democracy. To call politics "dirty" is to call democracy dirty." (Nelson A. Rockefeller)

10. "In our age there is no such thing as "keeping out of politics." All issues are political issues, and politics itself is a mass of lies, evasions, folly, hatred and schizophrenia." (George Orwell)

11. "Just because you do not take an interest in politics doesn't mean politics won't take an interest in you." (Pericles)

Have you heard the names of the people who are cited above? What were their professions?

***Agreeing and disagreeing**

Here are some expressions you can use to agree and disagree. You will need to use these expressions in a discussion activity.

Agreeing

That's right!
Absolutely!
Exactly!
Me too!
Yes, I agree!
I totally agree!
I couldn't agree more!
I see exactly what you mean!
You're right. That's a good point.

Disagreeing

I don't agree!
I totally disagree!
Absolutely not!
That's not right!
I'm not sure about that.

Partly agreeing

I agree up to a point, but ...
I see your point, but ...
That's partly true, but ...
I'm not so sure about that.

It is always a good idea to justify your opinions. Don't just say 'I agree', but say 'I agree because I think that ... (explain your reason).'

Task 5. Work with a partner. Answer the questions using vocabulary from this unit.

1. In your opinion, is it wise to get involved in local politics first in order to launch a successful political career? Why?
2. What makes people go into politics?
3. What may make a politician abandon politics?
4. What does the term "mainstream politics" refer to?
5. Is it really necessary for the president of a country to stand above party politics?

Why

6. Is it a must for a skillful politician to be good at power politics? Justify your point of view.
7. Do you like to talk politics with your friends? At home? When do people more often talk politics?
8. Do you find the study of politics interesting? Difficult? What makes it so?

READING

Before reading

Task 6. AGE: What is the best age to do these things? Why Complete this table with your partner(s). Share what you wrote.

	The Best Age	Why?
National leader		
First-time parent		
Athlete		
Rock star		
English teacher		
Model		

Task 7. THE BEST AGE: Rank these with your partner. Put the best age to be at the top. Share your ranking in class.

- 10
- 16
- 21
- 30
- 45
- 60
- 75
- 100

Task 8. Read the article and do the tasks after it.

Former Malaysia leader to run for office aged 97 (17th October, 2022)

They say age is just a number, and that you are as young as you feel. The former prime minister of Malaysia, Mahathir Mohamad, is proving this to be true. Mr Mahathir is pushing back the years and running for office at the ripe old age of 97. He has been the country's leader twice before. The first time was for 22 years, between 1981 and 2003; the second time was a near-two-year term from May 2018. He has announced he will run for parliament in his country's upcoming general election. He was typically coy on whether or not he has his eyes set on the top job once again. He told journalists: "We have not decided who will be prime minister because the prime minister candidate is only relevant if we win."

Mahathir Mohamad has been an ever-present force in Malaysian politics. He first became a member of parliament in 1964. He is widely regarded as being a visionary for changing his country's economic fortunes. He spearheaded Malaysia's rapid economic transformation throughout the 1980s. Mahathir's decision to contest the

parliamentary seat of Langkawi marks his 11th general election campaign. Many commentators in Malaysia are sceptical about Mr Mahathir's chances because of his recent ill health. He has a history of heart trouble and has had several heart attacks and bypass operations, including a quadruple bypass surgery. He was discharged from hospital last month after contracting Covid-19.

Sources

<https://breakingnewsenglish.com/2210/221017-mahathir-mohamad.html>

<https://www.scmp.com/week-asia/politics/article/3195595/malaysias-mahathir-mohamad-97-contest-election-save-country-umno>

<https://edition.cnn.com/2022/10/12/asia/malaysia-mahathir-mohamad-runs-parliament-intl-hnk/index.html>

<https://www.bbc.com/news/world-asia-63218662>

After reading

Task 9. TRUE / FALSE: Guess if a-h below are true (T) or false (F).

- | | |
|---|--------------|
| 1. The article says age is a big number. | T / F |
| 2. Mahathir Mohamad has been prime minister twice before. | T / F |
| 3. Mahathir Mohamad was once in power for 22 years. | T / F |
| 4. Mr Mahathir told reporters he wanted to be prime minister again. | T / F |
| 5. Mr Mahathir first became a politician in 1984. | T / F |
| 6. Mr Mahathir will be contesting his eleventh general election. | T / F |
| 7. Journalists think Mr Mahathir has a good chance of winning the election. | T / F |
| 8. Mr Mahathir has had several heart attacks. | T / F |

Task 10. COMPREHENSION QUESTIONS

1. What does the article say age is?
2. What does the article say Mahathir Mohamad is pushing back?
3. What's the longest time Mahathir Mohamad has spent as prime minister?
4. How was Mahathir Mohamad being with journalists?
5. Who did Mr Mahathir say would be prime minister?
6. When did Mr Mahathir first become a politician?
7. What does the article say Mr Mahathir changed in Malaysia?
8. How many elections has Mr Mahathir already contested?
9. What are commentators sceptical about?
10. What kind of surgery did Mr Mahathir have?

WRITING

Task 11. A 97-year-old is perfectly capable of being a politician. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 12. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'leader'?
3. Do you think age is just a number?
4. Are you just as young as you feel?
5. What do you think of having a 97-year-old leader?
6. What do you think of your country's leader?
7. What do you hope to be doing at the age of 97?
8. Should Mr Mahathir become Malaysia's next prime minister?
9. When was the last time you were coy about something?
10. What advice do you have for Mr Mahathir?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'office'?
3. What do you think about what you read?
4. What do you think of politicians?
5. Are young or old leaders best?
6. Should there be a limit on the age of national leaders?
7. What should the retirement age be?
8. What are the benefits of being in your nineties?
9. What do you know about Malaysia?
10. What questions would you like to ask Mr Mahathir?

Task 13. ROLE PLAY. Work in small groups, take one of the roles and act it out.

Role A – Youth

You think youth is the most important things for a leader to have. Tell the others three reasons why. Tell them why their things aren't as necessary. Also, tell the others which is the least necessary of these (and why): charisma, intelligence or ideas.

Role B – Charisma

You think charisma is the most important things for a leader to have. Tell the others three reasons why. Tell them why their things aren't as necessary. Also, tell the others which is the least necessary of these (and why): youth, intelligence or ideas.

Role C – Intelligence

You think intelligence is the most important things for a leader to have. Tell the others three reasons why. Tell them why their things aren't as necessary. Also, tell the others which is the least necessary of these (and why): charisma, youth or ideas.

Role D – Ideas

You think having ideas is the most important things for a leader to have. Tell the others three reasons why. Tell them why their things aren't as necessary. Also, tell the others which is the least necessary of these (and why): charisma, intelligence or youth.

HOME ASSIGNMENT

Task 1. Learn Politics Vocabulary by heart.

Task 2. Listen to the BBC Radio programme Women's Hour <https://www.bbc.co.uk/sounds/play/m000cc0w>. In the first part of the programme, they are discussing women in politics. A thousand women have signed up with 50:50 Parliament to register their interest in standing as an MP next time. What's inspiring them to get involved? Answer the following questions: What is 50:50 Parliament? What was Lucrece Grehoua's original feeling about politics? So, what was it that made her change her mind and think that politics wasn't so boring after all? How does she describe her background? What word does she use to say you make it easy for everyone to understand, to make it fit? Write down the new words, phrasal verbs, idioms and collocations that you have come across in the programme. Look up the words in your dictionary.

LESSON 2.

Defining Policy. Politics and Policy



LEAD-IN

Answer the questions:

1. What springs to mind when you hear the word "*politics*"?
2. What is the difference between "*politics*" or "*policy*"?

ACTIVE VOCABULARY

Task 1. Read and give Russian equivalents to the following words and word combinations given in bold type.

policy (plural policies):

1. (U/C) a way of doing something that has been officially agreed and chosen by a political party, business, or other organization: *What is the party's policy on immigration?*
2. (C/U) a principle or set of ideas that you think is sensible or wise and that influences the way you behave: *Honesty is the best policy.*

A. Some adjectives, verbs and expressions used for policy description

<p>ADJ/NOUN + policy national, domestic, internal strict bellicose, belligerent myopic, short-sighted ant. forward-looking brinkmanship policy (syn. brink-of-war policy) wait-and-see policy kid-glove policy [tactful and cautious] big stick policy conservation policy [the protection of natural things such as animals, plants, forests etc., to prevent them from being spoiled or destroyed] middle-of-the-road policy appeasement policy</p>	<p><i>The Governor unveils innovative national policy to dramatically reduce the country's dangerous dependence on foreign oil over the next decade.</i> <i>The governor's chief political strategist, says the governor, has a strict policy forbidding paid state employees – from Cabinet department heads to secretaries – from attending fund-raisers or contributing to the governor's re-election campaign.</i> <i>The country's unilateralism and bellicose foreign policy are the root cause of the present proliferation of nuclear weapons. The nation has suffered from the government's myopic policy aimed at short-term goals.</i> Brinkmanship policy is the practice of pushing dangerous situations to the brink of disaster. <i>The Foreign Minister criticized Washington's wait-and-see policy during the 11-month Israeli-Palestinian violence.</i> <i>Some western analysts believe that the kid-glove policy toward Iran's regime may have serious consequences.</i> The term "big stick policy" was coined by President Theodore Roosevelt and means the policy of "speaking softly but carrying a big stick." <i>The President has enacted a new national conservation policy for the Philippines to protect the archipelagic country's unique and rich nature.</i> Appeasement policy is a policy of accepting the imposed conditions of an aggressor instead of armed resistance. (The term has a negative connotation of weakness, cowardice and self-deception).</p>
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Policy + PREPOSITION

~OF: *The policy of intimidation prevented a dialogue and the possibility of getting to know the enemy.*

~ON: *The politician's policies on everything from national health care to defense have lacked the details that voters usually demand.*

-TOWARDS: *One way of assessing the government's radical intent is to examine its policies towards the provision of private health care.*

<p>VERB + policy develop, form, formulate, frame, shape make, elaborate</p>	<p><i>The leadership has undertaken to formulate new anti-racist policies.</i> <i>The new government introduced a vigorous environmental policy.</i></p>
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<p>establish, introduce, implement, adopt, carry out, follow, pursue, have, operate re-examine, revise, review abandon, drop approve, endorse [express support, especially in public] revive reject condemn, attack</p>	<p><i>The former chief spokesman for the Foreign Office has called on the PM to abandon his current policy on Lebanon and head an EU-led peace conference on the crisis.</i></p> <p><i>The process to revise the policy has been long, and there have been many opportunities for the public to get involved.</i></p> <p><i>EU leaders endorse common energy policy in principle.</i></p> <p><i>Britain needs a campaign to revive its "ethical" foreign policy after the blow to its credibility caused by the Iraq war, says a think tank.</i></p>
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B. Some useful phrases

HSE's International Branch is also involved with a programme of assistance to countries who

*aspire to membership of the European Union **in line/in accordance/in keeping with** the Government's policy of enlargement of the EU.*

*In an apparent **reversal/change/shift of policy** the government agreed to fund the project. We will make human rights **the cornerstone/keystone/central plank of our policy.***

carrot-and-stick policy – a combination of promises and threats to persuade someone to do something. *The centrist politician, following a path set down by his predecessor, has taken a **carrot-and-stick** approach to the Palestinian Authority's new Hamas leadership.*

flip-flop/flip and flop policy – inconsistent policy. *The **flip-flop policy** of the government, the failure of the government to grasp the real situation and the total incapacity is the reason for the suffering of the people in the state.*

policy flip-flop – {infml} a complete change, especially from one decision or opinion to another. *The government has made a **policy flip-flop** over arms sales.*

see-saw policy – changing, unstable policy. *German **see-saw policy**, swinging back and forth between East and West, came to a temporary halt.*

open-door policy – a policy of allowing all people and goods to come into a country easily *The **Open Door Policy** is a concept in foreign affairs stating that, in principle, all nations should have equal commercial and industrial trade rights in China.*

policy of arm-twisting – persuasion by the use of direct personal or political pressure. *It has been stated that in the context of its "war on terror" and foreign policy more generally the US subverts international law through "**political arm-twisting**" and selective interpretation.*

give-and-take policy – a policy of mutual concessions. *In bilateral and multilateral negotiations a **give-and-take policy** must be followed*

C. "Politics" or "policy"?

"Politics" is a general term and its meaning is much wider than that of "policy." "Politics" is used to talk about the science or art of government, the management of

political affairs, conflicts between governing groups, and related ideas. "Policy" means a "political line," the course of action adopted by a government, party or person, a rule of behavior not necessarily connected with politics. The definition given by David Miller can also be helpful. He defines "*politics*" as "a process whereby a group of people, whose opinions or interests are initially divergent, reach collective decisions which are generally accepted as binding on the group, and enforced as common *policy*." (Blackwell Encyclopedia of Political Thought, Oxford, 1991, p. 390)

Task 2. The following sentences make no sense. To correct them you have to replace the underlined words with those that mean the opposite.

1. Due to economic recession and liberal government policy the illegal immigrants faced hard times in the Netherlands.
2. Shaky governments must restore confidence by abandoning sensible policies.
3. On Monday President Bush vowed to keep the trade and travel bans on Cuba in place. Three Senate Democrats approve of Bush's policy, with one calling his proposals "much ado about nothing."
4. Major-areas of foreign policy include tax policy, social security and welfare programs, environmental laws, and regulations on businesses and their practices.
5. The Senator accused the Bush Administration of forward-looking policy toward Latin America and the Caribbean as he believed that neighborly relations had been neglected far too long, making the U.S. an increasingly isolated nation among Western Hemisphere states.
6. It was abundantly clear that the American administration had been on a war march. Many political analysts tried to speak up against this kid-glove policy.

Task 3. Re-write the sentences using synonyms for the underlined words.

1. The budget proposal is in accordance with the fiscal policy guidelines.
2. Still, the administration's willingness to revise its policy carried symbolic weight.
3. If the Police Commission approves the helicopter program, the department will develop policies regarding their use.
4. It is only to be regretted that the Committee has not pursued this policy with sufficient boldness and consistency.
5. The MP played his own small part in formulating Labour Party policy in this area.
6. The impact of these policies towards this goal depends critically on how they are implemented.
7. It could hardly be in India's interest to have a sullen, disoriented, but nuclearly armed, Pakistan right on its borders. Taunting and humiliating the neighbour, rather than building a healthy, cooperative, confidence-enhancing relationship with it, could prove a highly myopic policy.
8. By treating the country as an indispensable ally, the United States may be sowing the seeds of regional disorder and perhaps even armed conflict that might otherwise

be avoidable. It is not America's responsibility to preserve peace and stability throughout the eastern Mediterranean and the Middle East, but Washington should at least not pursue policies that increase the prospect of tragedy.

9. The White House is now busy pursuing the same bellicose policies in the Middle East that led to the invasion of Iraq.

Task 4. Match the expressions in the box with the definitions.

big-stick policy position-of-strength policy the policy of arm-twisting kid-glove policy the policy of non-interference appeasement policy carrot and stick policy middle-of-the-road policy open-door policy the policy of brinkmanship give-and-take policy see-saw policy flip-flop policy

1. The principle of allowing people and goods to move into a country freely or the principle of allowing anyone to come to a place at any time, for example in order to discuss something.

2. A way of treating someone kindly and carefully so as not to make them upset.

3. A way of trying to persuade someone to do something by offering them something good if they do it, and a punishment if they do not.

4. A policy when you threaten to use your power to get what you want.

5. A policy when two people or groups demonstrate a willingness to understand each other, make concessions to each other and to let each other have or do some of the things they want.

6. A policy when you are in a situation in which you can get what you want.

7. The practice by a government of not getting involved in the affairs of other countries.

8. Pursuing a course of action midway between extremes, especially following a course in politics that is neither liberal nor conservative.

9. A policy that keeps changing all the time.

10. The policy of granting concessions to potential enemies to maintain peace.

11. A policy which can be characterized by a complete change of course and U-turn decisions [a complete change of ideas, plans etc.].

12. The practice, especially in international politics, of seeking advantage by creating the impression that one is willing and able to push a highly dangerous situation to the limit rather than concede.

13. The use of personal or political pressure in an effort to persuade or to gain support.

Task 5. Choose *politics*, *policies* or *policy*.

1. The inescapable presence of diversity (we are not all alike) and scarcity (there is not enough to go around) ensures that *policy/politics* is an inevitable feature of the human condition.

2. At the level of actions *policy/politics* is reflected in the behavior of government – what government actually does.

3. To study *policies/politics* is in essence to study government, or, more broadly, to study the exercise of authority.

4. *Politics/policy* is usually thought of as a "dirty" word: it brings to mind images of trouble, disruption and even violence on the one hand, and deceit, manipulation and lies on the other.

5. *Politics/policy* is, in essence, power: the ability to achieve a desired outcome through whatever means.

6. All collective decisions result from *politics/policy* but the best *politics/policy* produces good, well-executed *politics/policy*.

7. In American *politics/policy*, voters have typically placed more importance on domestic issues.

8. *Politics/policy* as the profession dealing with the management of public affairs at every level, whether local, state, or national, conditions the very climate in which virtually all human activity is conducted.

9. *Politics/policy* is usually seen to be made through four distinct stages: initiation, formulation, implementation, and evaluation.

10. Despite the continuing avalanche of books on Islamic *politics/policy* there is still a need for a sane, up-to-date overview of the subject.

11. *Politics/policies* is associated with production, distribution and use of resources in the course of social existence.

12. Saudi Arabia's U.S. ambassador said the United States must rethink its approach to the Middle East, accusing American *politics/policy* of distancing itself from countries in the region

SPEAKING

Task 6. Work with a partner. Answer these questions.

1. What kind of policy do we call myopic? Could you give examples of a myopic policy?

2. If you were the President of a country in what case would you pursue a wait-and-see policy?

3. Do you think an open-door policy could solve a labor shortage problem? Why? Why not?

4. Can an appeasement policy be effective? Justify your point of view.

5. What issues of domestic policy do you consider most important?

6. Do you find the government conservation policy effective? If you were the President what steps would you take to protect the environment?

Task 7. Explain what each of the quotations relating to policy means. Do you agree or disagree with the statements?

1. "By definition, a government has no conscience. Sometimes it has a policy, but nothing more." (Albert Camus)

2. "The policy of being too cautious is the greatest risk of all." (Jawaharlal Nehru)

3. "The one who adapts his policy to the times prospers, and likewise that the one whose policy clashes with the demands of the time does not." (Niccolo Machiavelli)

4. "International incidents should not govern foreign policy, but foreign policy, incidents." (Napoleon Bonaparte)

5. "The purpose of foreign policy is not to provide an outlet for our own sentiments of hope or indignation; it is to shape real events in a real world." (John Fitzgerald Kennedy)

6. "No foreign policy – no matter how ingenious – has any chance of success if it is born in the minds of a few and carried in the hearts of none." (Henry Kissinger)

Task 8. Work with a partner. Explain what the following quotations mean.

1. "You do the policy, I'll do the politics." (Dan Quale, the US Vice-president under George Bush (1989-1993))

2. "I never had a policy; I have just tried to do my very best each and every day." (Abraham Lincoln)

3. "Policies are many, Principles are few, Policies will change, Principles never do." (John C. Maxwell)

4. "... the 20th century has been characterized by three developments of great political importance: The growth of democracy, the growth of corporate power, and the growth of corporate propaganda as a means of protecting corporate power against democracy." (Alex Carey)

5. "Man is by nature a political animal." (Aristotle)

6. "In politics, an organized minority is a political majority." (Jessy Jackson)

7. "There are times in politics when you must be on the right side and lose." (John Kenneth Galbraith)

WRITING

Task 9. Write five sentences of your own using the words *politics* and *policy*.

LISTENING

Task 10. Before you watch

Can someone's political identity actually affect their ability to process information? The answer lies in a cognitive phenomenon known as partisanship. While identifying with social groups is an essential and healthy part of life, it can become a problem when the group's beliefs are at odds with reality. So how can we recognize and combat partisanship? Jay Van Bavel shares helpful strategies.

Watch

Task 11. Click here <https://ed.ted.com/lessons/do-politics-make-us-irrational-jay-van-bavel> and watch the video entitled "Do politics make us irrational?".

Think

Task 12. Click here <https://ed.ted.com/lessons/do-politics-make-us-irrational-jay-van-bavel#review> and take the quiz. Share the results in class.

Dig Deeper

Why can't people get along? Humans easily identify with groups, from sports teams to political parties. This can be a source of companionship and cooperation, but it can also lead people to see the world different and believe in misinformation. This video will help you understand partisanship and provide strategies to reduce the appeal of fake news and propaganda.

To dig deeper here are links to relevant videos and a key article. The first article, An Identity-based Model of Political Belief <https://vanbavellab.hosting.nyu.edu/documents/VanBavel.etal.2018.TiCS.pdf>, briefly describes the research behind the TED-Ed video. Specifically, it explains how identities impact beliefs and strategies that might be helpful in reducing susceptibility to misinformation and fake news.

The video, The Dangers of the Partisan Brain <https://www.youtube.com/watch?v=NOkFWZLJk8I>, summarizes the contents of the article in a presentation by the first author. It provides a vivid demonstration of these issues and why they are relevant to political issues like gun control, climate change and vaccination.

How to have better political conversations https://www.ted.com/talks/robb_willer_how_to_have_better_political_conversations?language=en, explains one strategy for communicating with an audience who is different from you in terms of their politics. By understanding and using language that appeals to the moral values of your audience, you might have more impact persuading people to change their beliefs.

Discuss

Task 13. Work in pairs and discuss the question: “What can we do to reduce partisan bias in ourselves and others?”

Source <https://ed.ted.com/lessons/do-politics-make-us-irrational-jay-van-bavel>

HOME ASSIGNMENT

Task 1. Take three countries and make a PowerPoint Presentation on their policies (3-4 slides, 3-4 mins). Use Policy Vocabulary as well as Vocabulary and Phrases for Giving Presentations (Part of Test 2).

Domestic and Foreign Policy. International Relations



LEAD-IN

Answer the questions:

1. What is domestic policy?
2. What is foreign policy?
3. What is the Relationship Between Domestic and Foreign Policy? Should they

ACTIVE VOCABULARY

Task 1. Click here <https://study.com/academy/lesson/domestic-vs-foreign-policy-definition-differences-policy-making.html> and learn about some differences between Foreign Policy and Domestic Policy. Write down words/phrases related to Foreign Policy and Domestic Policy. Make up 5 sentences using some of the words/phrases given.

SPEAKING

Domestic policy covers a wide range of areas, including business, education, energy, healthcare, law enforcement, money and taxes, natural resources, social welfare, and personal rights and freedoms. Let's focus on social welfare.

Task 2. THE DISCUSSION ON WELFARE. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What is social welfare?
2. How do you feel about people who get government welfare benefits?
3. Should people have the right to free housing if they can't afford it?
4. How did welfare programs start?
5. How do people abuse the welfare system in your country?
6. Do you like your country's welfare system?
7. How would you change the welfare system in your country?
8. What more can governments do to help homeless people?
9. Should companies do more to help people stay off welfare?
10. Should those on welfare do community work and learn new skills?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Have you ever had to apply for welfare?
2. Has a government failed if people are homeless or hungry?
3. Which country has the best welfare system?
4. Should wealthy people pay more taxes to help the poor?
5. Should homelessness be made a crime against humanity?
6. Who should be responsible to help the poor, charities or government?
7. Why don't billionaires do more to help the poor?
8. Would you pay more taxes if you knew the money was for social welfare programs?
9. Does welfare encourage people not to work?
10. Should there be time limits to getting welfare?

READING

Before reading

Task 3. HIGHER TAXES: Students A strongly believe rich people should pay much higher taxes; Students B strongly believe the opposite. Talk about your conversations.

Task 4. HARD TIMES: Have you experienced these hard times? What can we do to survive them? Complete this table with your partner(s). Share what you wrote in class.

	Your Experience	How to Survive
Money		
Stress		
No food		

No friends		
Being cold		
Bullying		

Task 5. Read the article and do the tasks after it.

Millionaires' Tax (26th May, 2022)

Times are hard for many people. Prices are rising around the world. The COVID-19 pandemic and Ukraine War have pushed up food and energy bills. In some countries, the price of energy has tripled. In other countries, food is 20 per cent more expensive than a year ago. A group of wealthy business leaders who own multi-billion-dollar companies has asked their governments to tax them more. The leaders met at a meeting of global leaders in Davos, Switzerland. The group of multi-millionaires and billionaires actually protested in the streets. They called for governments to increase taxes for people like them. They marched in the streets with left-wing activists. The protestors wanted fairer tax systems. The World Economic Forum has been held in Davos, Switzerland since 1971. World leaders meet there once a year to discuss global problems. The group of wealthy business people called themselves the Patriotic Millionaires. A UK millionaire said: "It's outrageous that our political leaders listen to those who have the most but know the least about the economic impact of this cost of living crisis." He said many super-rich people "pay infamously little in taxes". He added: "The only acceptable outcome from this conference is to tax the richest and tax us now." Another millionaire at the protest said: "We have hit the end of the line when another quarter of a billion people will be pushed into extreme poverty this year."

Sources

<https://breakingnewsenglish.com/2205/220526-millionaires-tax.html>

<https://www.bbc.com/news/business-61549155>

<https://www.theguardian.com/business/2022/may/22/millionaires-join-davos-protests-demanding-tax-us-now-taxation-wealthy-cost-of-living-crisis>

<https://www.commondreams.org/news/2022/05/22/tax-rich-say-millionaire-activists-protesting-davos-amid-record-wealth-inequality>

After reading

Task 6. TRUE / FALSE: Guess if a-h below are true (T) or false (F).

1. The article says many people are hard at times. T / F
2. Food prices went up by 20% in a year in some countries. T / F
3. A group of rich people wants governments to tax them more. T / F
4. Millionaires marched in the streets calling for higher taxes. T / F
5. World leaders meet at Davos every two years. T / F
6. A millionaire said the people who have the most know the least. T / F
7. A millionaire said rich people are famous for paying high taxes. T / F
8. A millionaire said a quarter of a billion people will experience poverty. T / F

Task 7. Comprehension questions.

1. What does the article say is hard?
2. What pushed up prices besides COVID-19?
3. By how much has food risen in some countries in the past year?
4. Where in Davos did the millionaires protest?
5. Who did the group of millionaires march with?
6. When was the first meeting in Davos held?
7. What name did the millionaire protestors give to themselves?
8. Who did a millionaire say knew the least?
9. What did a millionaire protestor say we had hit the end of?
10. What will a quarter of a billion people be pushed into?

WRITING

Task 8. The rich, and big companies should pay much more tax immediately. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 9. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'millionaire'?
3. How hard is life for you?
4. Is life getting harder or easier for you?
5. What are food prices like in your country?
6. What things do you not buy if you have little money?
7. Should wealthy people pay more tax?
8. Why do governments not tax wealthy people more?
9. What do you think of the millionaires who want to pay more tax?
10. What would make you march in the streets?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'tax'?
3. What do you think about what you read?
4. How patriotic are you?
5. What do world leaders need to discuss?
6. Do people who have the most know the least about life?
7. What would make life better for you?

8. What do you think of tax?
9. Why do people live in poverty in the 21st century?
10. What questions would you like to ask the Patriotic Millionaires?

Task 10. ROLE PLAY. Work in small groups, take one of the roles and act it out.

Role A – Bread

You think bread is the worst thing to increase in price. Tell the others three reasons why. Tell them why it isn't so bad if their things go up in price. Also, tell the others which is the least painful of these (and why): Internet fees, electricity or Coffee.

Role B – Internet

You think Internet fees are the worst things to increase in price. Tell the others three reasons why. Tell them why it isn't so bad if their things go up in price. Also, tell the others which is the least painful of these (and why): bread, electricity or Coffee.

Role C – Electricity

You think electricity is the worst thing to increase in price. Tell the others three reasons why. Tell them why it isn't so bad if their things go up in price. Also, tell the others which is the least painful of these (and why): Internet fees, bread or Coffee.

Role D – Coffee

You think Coffee is the worst things to increase in price. Tell the others three reasons why. Tell them why it isn't so bad if their things go up in price. Also, tell the others which is the least painful of these (and why): Internet fees, electricity or bread.

Task 11. How does Foreign policy differ from International relations? Click here <http://www.differencebetween.net/miscellaneous/politics/difference-between-international-relations-and-foreign-policy/#:~:text=Foreign%20policy%20is%20%E2%80%9Ca%20policy,country%20with%20regard%20to%20other> and learn about some differences between International Relations and Foreign Policy. Write down words/phrases related to International Relations and Foreign Policy. Make up 5 sentences using some of the words/phrases given.



LISTENING

Before listening

Task 12. Answer the questions:

1. Would you like to have a job in International relations?
2. What can you do with an international relations degree?
3. Is it worth doing International relations?

Task 13. Click here https://drive.google.com/file/d/18GWmI_MQJQTokhSE7xoTduzn7ArVWOMt/view?usp=sharing and Listen for general meaning. You are going to hear an interview. The presenter is talking to a man. He has a very important job. What does Steffanio do?

Task 14. Listen again and answer the following questions in your own words:

1. What images of this profession does Jackie have?
2. Who does he work for?
3. What made him decide to join the Service?
4. What does he like about his job?
5. What qualifications do people need for this kind of work?
6. What languages does Steffanio speak?
7. What does he say about the test to become a diplomat?
8. What skills are needed to become a diplomat?
9. What are the negative aspects of the job?

After listening

SPEAKING

Task 15. Work in pairs and discuss the following questions.

1. How does one become a diplomat?
2. What are the main qualities that define a good diplomat?
3. What are diplomatic duties?
4. Would you like to become a diplomat?

READING

Before reading

Task 16. GULF ARAB STATES: What do you know about these nations? What do you want to know? Complete this table with your partner(s).

	What I Know	What I Want to Know
UAE		
Oman		
Bahrain		
Kuwait		
Qatar		
Saudi Arabia		

Task 17. Read the article and do the tasks after it.

Israel and UAE reach historic peace deal (15th August, 2020)

Israel and the United Arab Emirates have agreed to normalise relations in exchange for the suspension of Israeli plans to annex parts of the West Bank. The historic breakthrough was announced in a joint statement yesterday by Abu Dhabi Crown Prince Mohammed Al Nahyan, Israeli PM Benjamin Netanyahu and U.S. President Donald Trump. They expressed hope that the "historic breakthrough will advance peace in the Middle East". Israel has had diplomatic relations with its neighbours Egypt and Jordan for decades, but until now, it has never had such a relationship with any Gulf Arab state. Israel will "focus its efforts now on expanding ties with other countries in the Arab and Muslim world".

The agreement is called the Abraham Accord. The three leaders behind it said: "This historic diplomatic breakthrough...is a testament to the bold diplomacy...vision...and courage of the UAE and Israel to chart a new path that will unlock great potential in the region." Mr Netanyahu called it a "historic day". However, he said the sovereignty of the West Bank "remains on the table". The UAE said the deal with Israel was a "win for diplomacy and the region". It added: "It is a significant advance in Arab-Israeli relations that lowers tensions and creates new energy for positive change." The Palestinian leadership called it a "betrayal" of the Palestinian cause and the equivalent of being "sold out by friends".

Sources

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<https://www.bbc.com/news/world-middle-east-53770859>

<https://www.aljazeera.com/news/2020/08/world-reacted-uae-israel-normalising-diplomatic-ties-200813152921879.html>

<https://www.thenational.ae/world/gcc/israel-freezes-palestine-annexation-for-uae-ties-1.1063394>

After reading

Task 18. TRUE / FALSE: Guess if a-h below are true (T) or false (F).

- | | |
|---|--------------|
| 1. Israel has scrapped plans to annex the West Bank. | T / F |
| 2. The leader of Dubai was one of three leaders making a joint declaration. | T / F |
| 3. Israel and Jordan have been at peace for decades. | T / F |
| 4. Israel wants to build ties with other Arab countries. | T / F |
| 5. The agreement is called The Genesis Accord. | T / F |
| 6. Israel's leader said it the most historic day in his country's history. | T / F |
| 7. The UAE said the deal would lower tensions in the region. | T / F |
| 8. The Palestinian leader welcomed the deal. | T / F |

Task 19. Comprehension questions.

1. What have the UAE and Israel decided to do to relations?
2. What did Israel say it will do to plans to annex parts of the West Bank?
3. What did three leaders hope the agreement would advance?
4. Which countries has Israel been at peace with for decades?
5. What does Israel want to expand?
6. What is the name of the agreement?
7. What did the leaders say the UAE and Israel need to chart?
8. Where did Israel's leader say the West Bank's sovereignty remains?
9. What did the UAE say the agreement lowers?
10. What did the Palestinian leadership call the agreement?

WRITING

Task 20. The Israel-UAE peace deal is the start of peace in the Middle East. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 21. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'Middle East'?
3. What do you think of this news?
4. What do you know about Israel?

5. Who is this deal best for?
6. Who are the losers in this deal?
7. What does the normalisation mean for the region?
8. What do you think this deal does for the West Bank's future?
9. To what degree will this deal advance peace in the Middle East?
10. How historic is this deal?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'peace'?
3. What do you think about what you read?
4. What do you know about the UAE?
5. What do you think of the name 'Abraham Accord'?
6. How do you think Iran will view this deal?
7. Why did the Palestinians call it a 'betrayal'?
8. What advice do you have for the Palestinians?
9. What more must happen before there is peace in the Middle East?
10. What questions would you like to ask the leaders?

HOME ASSIGNMENT

Task 1. Prepare a short talk (2-3 mins) on Russia's Domestic and Foreign Policy Challenges.

International Organizations and Their Abbreviations. The Impact of International Organizations on the Global Community



Answer the questions:

1. What International Organizations do you know?
2. Why do we need International Organizations?
3. What is the most effective International Organization?

Task 1. Click here <https://www.jagranjosh.com/general-knowledge/list-of-international-organisation-and-their-abbreviation-1459746851-1> and learn the names of International Organizations in English. What do you know about them?



SPEAKING

What do you know about the United Nations?

Task 2. THE DISCUSSION ON UNITED NATIONS. Work in pairs and take it in turns to ask and answer the questions.



STUDENT A's QUESTIONS (Do not show these to student B)

1. What comes to mind when you hear the words 'United Nations'?
2. Are the nations united?
3. Does the United Nations work?
4. Does your country respect the United Nations and follow all of its decisions and resolutions?
5. What should happen to countries that ignore UN decisions and resolutions?
6. What is the alternative to the United Nations?
7. What are the good things and bad things about the United Nations?
8. What makes you angry about the United Nations?
9. How has the United Nations changed the world?
10. Former General Secretary Kofi Annan said: "More than ever before in human history, we share a common destiny. We can master it only if we face it together. And that, my friends, is why we have the United Nations." Do you think all nations will master this common destiny?

STUDENT B's QUESTIONS (Do not show these to student A)

1. How has the United Nations changed the world?
2. Do the big nations have too much power in the United Nations?
3. Would you like to work for the United Nations?

4. Is the Secretary General of the United Nations the world's most powerful and important person?
5. In which countries should the United Nations do more right now?
6. Do you think the headquarters of the UN should be in New York?
7. What do you know about the different parts of the UN?
8. Is the United Nations the world's most international organization?
9. Would you like to be the next UN Secretary General?
10. The 33rd US President Harry Truman said: "The United Nations is designed to make possible lasting freedom and independence for all its members." Do you think these will come one day?

READING

Before reading

Task 3. UNITED NATIONS: Students A strongly believe the United Nations is essential; Students B strongly believe it isn't.

Task 4. COOPERATION: How can countries cooperate better via these things? Complete this table with your partner(s).

	What countries can do	How it can help
Education		
Sciences		
Culture		
Trade		
Sport		
Internet		

Task 5. WORLD HERITAGE SITES: Rank these with your partner. Put the sites you most want to visit at the top. Share your ranking in class.

1. The Pyramids
2. Acropolis
3. Persepolis
4. Mount Fuji
5. Great Barrier Reef
6. Venice
7. Machu Picchu
8. Serengeti

Task 6. Read the article and do the tasks after it.

The USA and Israel quit UNESCO (4th January, 2019)

The United States and Israel have officially quit UNESCO. This is the United Nations Educational, Scientific and Cultural Organization. The two countries pulled out of UNESCO at the stroke of midnight as the New Year came in. It is the second time for the U.S. to pull out of UNESCO. The first time was in 1984, when it thought the agency was favoring the old Soviet Union too much. The U.S. then rejoined in 2003. The current withdrawal started because both nations were worried that UNESCO was biased against Israel. Nikki Haley, the current U.S. ambassador to the United Nations, said: "UNESCO is among the most corrupt and politically biased UN agencies. Today, the U.S. withdrawal from this cesspool became official."

UNESCO was co-founded by the U.S. after World War II. It seeks to build peace through international cooperation in education, the sciences and culture. The agency is best known for its World Heritage program, which protects cultural sites and traditions around the world. UNESCO also works to improve education for girls, promote understanding of the horrors of the Holocaust, and defend freedom of the press. The U.S. said it intends to follow UNESCO as a non-member "observer state". The Israeli envoy to the United Nations Danny Danon said his country, "will not be a member of an organization whose goal is to deliberately act against us".

Sources

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<https://nypost.com/2019/01/01/us-and-israel-officially-leave-un-cultural-agency-claiming-bias/>

<https://www.foxnews.com/politics/us-israel-official-quit-un-agency-unesco-claiming-anti-israeli-bias>

After reading

Task 7. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).

1. The USA and Israel will pull out of UNESCO at the end of January. **T / F**
2. This is the second time that the USA has pulled out of UNESCO. **T / F**
3. The USA pulled out because it said UNESCO was biased against Israel. **T / F**
4. The U.S. ambassador to the U.N. called UNESCO a "cesspool". **T / F**
5. The USA founded UNESCO after World War I. **T / F**
6. UNESCO looks after the World Heritage program. **T / F**
7. The article says UNESCO works to improve education for boys. **T / F**
8. Israel's envoy to the U.N. said UNESCO works in favor of Israel. **T / F**

Task 8. Comprehension questions.

1. At what time did the USA and Israel pull out of UNESCO?
2. How many times has the USA now pulled out of UNESCO?
3. Which country did the USA say UNESCO favored in 1984?
4. What is Nikki Haley's job?
5. What did Nikki Haley call UNESCO?
6. When was UNESCO founded?
7. What program is UNESCO best known for?
8. Who does UNESCO work to improve the education for?
9. What does UNESCO work to defend?
10. What is the job of Danny Danon?

WRITING

Task 9. The United Nations is a much-needed organization. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 10. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'united'?
3. What do you know about UNESCO?
4. What do you think of the USA and Israel quitting UNESCO?
5. What did you do at the stroke of midnight as the New Year came in?
6. What do you know about the former Soviet Union?
7. Why might UNESCO be biased against Israel?
8. Why did Nikki Haley describe UNESCO as a "cesspool"?
9. Would you like to work for UNESCO?
10. What is the most important U.N. agency?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'nations'?
3. What do you think about what you read?
4. Are organizations like UNESCO important?
5. How can we achieve peace through education?
6. How can we achieve peace through the sciences?

7. How important is it to protect World Heritage sites?
8. What do you know about the Holocaust?
9. What is the most important thing UNESCO should do?
10. What questions would you like to ask Nikki Haley?

HOME ASSIGNMENT

Task 1. Learn the names of International Organizations in English by heart.

Task 2. Take one of the International Organizations and make a PowerPoint Presentation about it. Give a talk on its main functions, its role in the world, its problems, give examples of the campaigns that it has run (4-5 mins, Part of Test 2). The list of International Organisations: <https://www.jagranjosh.com/general-knowledge/list-of-international-organisation-and-their-abbreviation-1459746851-1>. Structure your presentation well.

UNIT 3.

LESSON 1.



LEAD-IN

Answer the questions:

1. What is a government in simple words?
2. Is government an enemy or a friend?
3. What state and non-state institutions do you know?
4. What is meant by social institutions?
5. What are 5 social institutions examples?

ACTIVE VOCABULARY

Task 1. Read and give Russian equivalents to the following words and word combinations given in bold type.

A. Government as a system of institutions controlling a country

Government (U) is used to refer to **the governing authority** of a political unit or **formal institutions** responsible for making collective decisions for society and enforcing them.

Example:

*The fundamental purpose of **government** is the maintenance of basic security and public order.*

*States of sufficient size and complexity have different **layers or levels of government: local/ provincial, regional and central/federal/national.***

Example:

The law will take power away from central government and give it to local authorities.

*In modern multinational and multireligious societies central government may **transfer/delegate/devolve** [hand over] power (s) to a lower level. This process is called a **transfer/handover of power/authority or devolution.***

Examples:

*Italy, Spain and Britain **devolved powers** to provincial assemblies. **Devolution** might be considered a half-way to federal government.*

B. Government as a group of people controlling a country

More narrowly, **the government** (C) refers to the top political level within state institutions: other words, to presidents and department heads, prime ministers and cabinet members/ members of the government.

Examples:

*The Prime Minister is **the head of the government**. **The government** has announced plans to raise the minimum wage next year.*

Adjectives and nouns used to describe a government

Adjective/Noun	Example
Communist, Conservative, Labour Left-wing, right-wing Coalition, national unity/power-sharing [government in which all rival groups are provided with a permanent share of power], minority, majority Caretaker/interim/provisional [temporary], transitional Military, puppet [controlled by an outside power] Outgoing, incoming	<i>As a result of stabilization reforms carried out under the Conservative government the prices rose dramatically.</i> <i>When the negotiation process is over there will be formed an interim government for six months under the supervision of the UN.</i> <i>The first meeting of the power-sharing government is delayed as rebels refuse to swear loyalty to the president.</i> <i>A puppet government was installed as the occupying forces withdrew.</i> <i>The socialists won 42% of the seats and formed a minority government.</i>

Verbs used to talk about governments

take office/ come to power – stay/remain in power, retain power – exercise power, run a state – lose power, fall/resign/step down/ step aside [leave a position of power]

Examples:

*On May 23rd a coalition government **took office**. Tens of thousands of people attended opposition rallies throughout the country, asking the government **to step down**.*

Governments can be	
elected	destabilized
formed	subverted
set up	brought down
installed	dismissed
appointed	ousted
sworn in	overthrown
	toppled

Examples:

*Some political forces want the king **to install a government** [put in office] comprising the mainstream parties' nominees.*

*A prominent opposition leader has been officially accused of plotting **to overthrow the government** [remove from power].*

*The president dissolved the assembly and **swore in** [admitted to office by administering oath] an interim government.*

C. Government as a process of controlling a country

Government (U) is also understood to mean the process, method, or effects of governing. It can be described as either **firm/strong/good/effective or unstable/weak/ineffective**, e.g. *Strong government can take the country through the crisis.*

Political scientists distinguish different **forms/types of government or regimes**, namely **democracy or democratic government, autocracy or autocratic government, theocracy or theocratic government, dictatorship or dictatorial government, military government**, etc.

Examples:

***Democratic/representative government** is typical of most modern states. It seems that the Islamic headscarf is increasingly becoming not only a symbol of identity but an act of defiance against **autocratic government**.*

D. Government and governance

"Governance" is a broader term than **"government."** It refers to the various ways through which social life is ordered and collective decisions are made. Government can be seen as only one of the actors **involved in** governance. In international relations, for example, no world government exists to resolve problems but many issues are resolved by negotiation – a case of governance without government. (Hague & Harrop, 2001, p. 5)

E. Functions of government

Government performs a wide range of **legislative, executive, and judicial functions**. Governments are in charge of

- **policy making** as they set targets, set/establish/formulate/define economic/legislative/ policy/political agenda and strategic objectives, develop/shape/form/formulate/frame/make policies, make decisions;
- **policy implementation** as they implement/introduce/carry out policies;
- **law-making** as they initiate legislative proposals, make/adopt/enact/pass laws;
- **law-enforcing/law-enforcement** as they enforce/uphold the law, maintain law and order
- **law-interpreting** as they adjudicate disputes, reconcile conflicts in society.

Task 2. Fill in the gaps with the adjectives from A that are used to refer to different levels government. The first letters are given.

1. Argentina signed into law a crucial bill designed to control public spending by the country's **n**_____ and **p**_____ governments.

2. The deal means the former communists, now the Party of Democratic Socialism, should enter a **r**_____ government for the first time since German reunification.

3. In modern peacetime, the Government Communications Headquarters provides **c**_____ government with information, which is then used in the fields of national security, law enforcement and during war military operations.

4. As President Thabo Mbeki cast his vote, he urged South Africans to turn out at polling stations in large numbers and expressed hope that all 21 million registered voters would come out to vote because they needed a very strong and legitimate **l**_____ government.

5. The **f**_____ government was limited to managing national level issues of money war and peace with its work being divided into three branches, each with different responsibilities.

Task 3. Suggest synonyms for the italicised verbs and expressions in the sentences below.

1. The news agency Reuters reports about attempts to use force to influence the political situation and **bring down** the government.

2. The Serbian opposition ends its campaign of daily street protests in Belgrade by calling once again for the government to ***step down*** and for free elections to be held.

3. If the opposition parties decide to act, the government could ***lose power*** regardless of how they perform.

4. A new centrist cabinet ***came to power*** in Romania under the prime minister, who'd promised to speed up economic reforms and to prepare Romania to join NATO and the European Union.

5. If the new government ***stays in power***, it will face the huge task of trying to deliver justice for the victims who suffered years of political and ethnic violence.

6. Legitimate power in democracies belongs to the people. The people elect a government to ***exercise power*** for a 4–5 year period.

7. The current military chief was a target of the 2000 coup, a short-lived attempt to ***place*** a government of ethnic Fijians ***in office***.

8. The military chief wanted the influential Great Council of Chiefs to appoint a president who could then ***make*** the military-backed government ***take an oath of loyalty***.

9. The main political parties in crisis-torn Macedonia appeared to be on the verge of ***setting up*** a government of national unity.

10. Eight senior police officers were arrested for allegedly plotting to ***cause problems for*** the government in the run-up to elections.

Task 4. Use appropriate adjectives from B and C to replace the italicised parts of the sentences below. Sometimes several variants are possible.

1. The UN _____ [*existing during a period of transition*] government in East Timor announces regulations which will determine how the territory is governed until full independence.

2. When the president fell from power, a _____ [*temporary*] military government took office.

3. The _____ [*recently elected*] government announced it would hold a referendum in April on a new constitution and election law.

4. Talks to prevent the collapse of Israel's fragile _____ [*formed by different political parties*] government failed, prompting the resignation of senior Labour party ministers.

5. The time came for the Iraqis to take over government of Iraq, and in December they elected a new _____ [*based on the principle that all people should be able to share in making decisions*] government.

6. The _____ [*finishing a period in office*] Nigerian government defends its record against mounting allegations of corruption and economic mismanagement.

7. Mr Chirac's address drew strong criticism from France's _____ [*having socialist aims and ideas*] government, with the European Affairs Minister dismissing it as not official French policy.

8. The _____ [*unduly dependent upon an outside power*] government began to lose control soon after and Afghanistan was in the hands of the warlords, moving inexorably towards the failed state and brutal regime of the Taliban.

9. The President of Argentina announced the formation of a government _____ *[a broad coalition consisting of all parties in the legislature]* aimed at ending a political and financial crisis.

10. The country is voting on Friday in a general election that seems certain to replace the existing minority government with a government _____ *[the government in which the governing party enjoys an absolute majority of seats in parliament]*,

11. Many parts of the world are still war zones, still run by _____ *[tyrannical, despotic]* governments who repress their people.

SPEAKING

Task 5. THE DISCUSSION ON GOVERNMENT. Work in pairs and take it in turns to ask and answer the questions. Use Government Vocabulary.



STUDENT A's QUESTIONS (Do not show these to student B)

1. What images spring to mind when you hear the word 'government'?
2. What does a government actually do and what should it do?
3. Are you happy with the government of your country?
4. What do you think of the governments in America and China?
5. Would you like to work for the government?
6. Do you think there is a world government that is not corrupt?
7. Would you prefer to work in local or national government?
8. Why is there so much corruption in many governments?
9. Should government leaders be paid more company CEOs?
10. Ronald Reagan said: "Government is not the solution to our problem. Government is the problem." Do you agree with him?

STUDENT B's QUESTIONS (Do not show these to student A)

1. What successes has your government made?
2. Do you follow the ins and outs of your government's workings?

3. If you wrote a letter to your government, what would you write about?
4. Do you think there should be a world government?
5. Do you think a government is essential in a democracy?
6. What are the alternatives to governments?
7. What would your first step be if you were head of your government?
8. What would you like to change about your government?
9. Do you think a government can ever make everyone happy?
10. What do you think of this line from the 2006 movie 'V for Vendetta'? "People should not be afraid of their government. Governments should be afraid of their people."

READING

Before reading

Task 6. GOVERNMENT: Students A strongly believe your government is the best in the world; Students B strongly believe it isn't.

Task 7. LAWS: What laws would you pass for these things, and why? Complete this table with your partner(s).

	What?	Why?
Copyright		
Internet		
Business		
Driving		
Marriage		
Gambling		

Task 8. Read the article and do the tasks after it.

Finland's government resigns (10th March, 2019)

Finland's entire government has resigned. It wanted to pass some laws on social welfare and healthcare reform. Its goals were an important part of its plans for Finland. However, politicians in the government voted against the plans. Finland's Prime Minister Juha Sipila said he was "hugely disappointed". He said he and his colleagues would stay on as a "caretaker" government until elections in April. Mr Sipila wanted to change Finland's health and welfare system. He said it must change because Finland's population is aging. It is under a lot of financial pressure. The government hoped its planned reforms would save up to \$3.4 billion over the next decade.

Many politicians in Finland believe the government is making a big mistake by resigning. They think it would have been better for the government to stay in power until next month's elections. Prime Minister Sipila said resigning was the right thing to do because it did not get support for its plans. He told reporters: "The conclusion I've drawn is that my government has no choice but to hand in its letter of resignation. I'll

shoulder my responsibility." One of Mr Sipila's colleagues agreed that it was right for the government to resign. Antti Kaikkonen, a senior member of the Centre Party, said: "If anyone asks what political responsibility means, then I would say that this resignation is an example".

Sources

<https://breakingnewsenglish.com/1903/190310-finland.html>

<https://www.bbc.com/news/world-europe-47496326>

<https://www.foxnews.com/world/finlands-entire-government-resigns-after-breakdown-of-agreement-on-welfare-state-reform>

<http://www.helsinkitimes.fi/finland/finland-news/politics/16248-finnish-government-hands-in-resignation-after-collapse-of-care-reform.html>

Task 9. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).

- | | |
|--|--------------|
| 1. Everyone in Finland's government has retired. | T / F |
| 2. Finland's Prime Minister was happy that his government resigned. | T / F |
| 3. The population of Finland is getting younger and younger. | T / F |
| 4. The government hoped to save up to \$3.4 billion next year. | T / F |
| 5. Many politicians in Finland think the government resignation is a mistake. | T / F |
| 6. Politicians think the government should have stayed in power until April. | T / F |
| 7. The Prime Minister said he had a responsibility to his shoulder and elbow. | T / F |
| 8. A politician said the resignation was an example of political responsibility. | T / F |

Task 10. Comprehension questions.

1. How much of Finland's government has resigned?
2. How did Finland's Prime Minister feel?
3. What is happening to Finland's population?
4. What kind of pressure is the government under?
5. How much did the government hope to save over the next decade?
6. What do many politicians think the government is making?
7. What kind of choice did the Prime Minister say his government had?
8. What did the Prime Minister say he would shoulder?
9. What party does Antti Kaikkonen belong to?
10. What did a senior politician say the resignation was an example of?

Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'Finland'?
3. What is your country's welfare system like?
4. What is your country's healthcare system like?

5. Would you like to live in Finland?
6. When was the last time you were hugely disappointed?
7. What problems does an aging population cause?
8. When have you been under financial pressure?
9. What advice do you have for Finland's prime minister?
10. Why do people become politicians?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'government'?
3. What do you think about what you read?
4. What do you know about Finland?
5. Do you think it is a big mistake for a government to resign?
6. What do you think of your country's government?
7. Would you be a good politician?
8. What would you do as leader of your country?
9. What responsibility do you shoulder?
10. What questions would you like to ask Finland's prime minister?

Task 12. Click here <https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/v/institutions-government-economy-and-health-and-medicine> and watch the video entitled “Social institutions – government, economy, health and medicine”. Write a short summary of it.

Task 13. What issues does your country have in each of the social institution mentioned above?

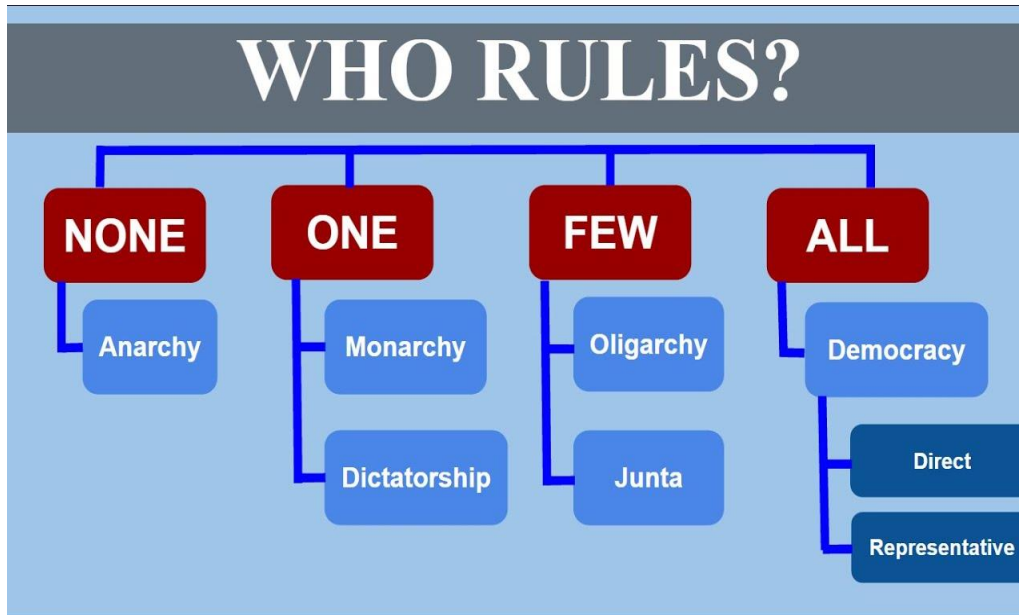
HOME ASSIGNMENT

Task 1. Learn Government Vocabulary by heart.

Task 2. Writing. Our government knows what is best for our country. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

LESSON 2.

Political Regimes. Forms of Government



LEAD-IN

Answer the questions:

1. What forms of government do you know?
2. What are political regimes?
3. What is the best political regime?

ACTIVE VOCABULARY

Task 1. Read and give Russian equivalents to the following words and word combinations given in bold type.

A. What is a regime?

A regime or **a political system** is a form of government: the set of rules, both formal (for example, a constitution) and informal (common law, cultural or social norms, etc.) that regulate the operation of government and its interactions with society.

A regime is a "system of rule" that **endures** [survives] despite the fact that governments come and go. Whereas governments can be changed by elections, through dynastic succession, as a result of **coups d'etat** [a sudden violent seizing of state power by a small group that has not been elected], regimes can be changed only by military intervention from without or by some kind of revolutionary **upheaval** [a great change often with violence] from within. (Heywood, 2000, p. 26)

B. Types of regimes:

autocracy (lit. "rule by one's self") – a form of government in which political power is held by a single self-appointed ruler;

authoritarianism – a form of government "from above" in which political rule is imposed upon society regardless of its consent;

democracy (lit. "rule by the majority") – rule by a government where the people as a whole hold power. It may be exercised by them (direct democracy), or through representatives chosen by them (representative democracy);

despotism – rule by a single leader, all his or her subjects are considered his or her slaves;

dictatorship – rule by an individual who has full power over the country;

monarchy – rule by an individual who has inherited the role and expects to bequeath it to their heir;

oligarchy (lit. "rule by the few") – rule by a small group of people who share similar interests or family relations;

plutocracy – rule by a government composed of the wealthy class;

stratocracy – a form of government headed by military chiefs;

theocracy – rule by a religious elite;

totalitarianism (or totalitarian rule) – a system of political rule in which the state seeks to get total control over society that is typically established by ideological manipulation and open terror and brutality;

hybrid regimes – regimes combining democratic and authoritarian elements;

mixed government (also known as a mixed constitution) – a form of government that integral

facets of democracy, oligarchy, and monarchy.

C. Some adjectives used to talk about regimes

a) The expectation here is that the Americans will install **a puppet regime** [a regime controlled from abroad] which will allow the US to control the country's considerable oil reserves.

b) Twenty five dissidents are on trial, accused of plotting to overthrow **the hardline** [uncompromising, extreme, tough] regime in their oil-rich country.

c) Khomeini presided over **a brutal** and **repressive** regime. Since his death Iran has gradually moved towards a more **moderate** [non-extreme, non-radical] regime.

d) A leading human rights group says the toppling of **an oppressive** regime cannot be used as; justification for going to war.

e) **The extremist** Taliban regime was swept from power in 2001 by the US and its allies, who accused it of harbouring al-Qaeda leader Osama bin Laden.

f) The idea that the 9/11 terrorist attacks were carried out by some secret, global, Islamic **fundamentalist** [intolerant towards other beliefs and based on strict adherence to basic crees regime with a coordinated agenda, is a conspiracy theory.

g) The case has been seen as part of a wider campaign by conservatives within the **clerical** [headed by members of the church] regime against more moderate elements.

- h) The army general staff issued a statement claiming the presidential election was a threat to **secular** [civil] regime in Turkey.
- i) The Third Reich was a **heinous/atrocious** [inhuman, cruel] criminal regime.

D. Regime change

Some verbs used to talk about regime change:

REGIME			
to install to establish to set up	to support to prop up to back	to oppose to destabilise	to defeat to overthrow to topple

Examples:

*The aim of the mission was to remove the dictator from power and **install** a new democratic regime.*

*The regime lost its legitimacy and the conditions were ripe for a global action aimed at **changing** the regime.*

*Western countries could help by means of sanctions or by supporting those factions which **oppose** the regime.*

*It was expected that the increased inspections would empower the Iraqi people, and they would altogether **to overthrow** the regime.*

Task 2. Which terms are defined below? For reference see B above.

1. _____ is a form of government in which an individual (a king or queen) rules as head of state, often for life or until abdication.

2. _____ is a form of government by a single authority, either an individual, called a despot, or tightly knit group, which rules with absolute political power.

3. _____ is rule by the wealthy, or power provided by wealth.

4. _____ is a system of government by which political sovereignty is retained by the people and either exercised directly by citizens or through their elected representatives.

5. _____ is a concept used to describe political systems where a state seeks total power and regulates nearly every aspect of public and private life.

6. _____ is an autocratic form of government in which the government is ruled by a dictator unrestricted by law, constitutions, or other social and political factors within the state.

7. _____ is a form of government wherein political power resides directly with the military.

8. _____ describes a form of social control characterized by strict obedience to the authority of a state or organization, often maintaining and enforcing control through the use of oppressive measures.

9. _____ is a form of government where political power effectively rests with a small elite segment of society (whether distinguished by wealth, family, military powers or spiritual hegemony).

10. _____ is a form of government in which divine power governs an earthly human state, either in a personal incarnation or, more often, via religious institutional representatives, replacing or dominating civil government.

11. _____ means that there are some issues (often defined in a constitution) where the state is governed by the majority of the people, while in some other issues (also often defined in a constitution) the state is governed by few or by a single person.

12. _____ is a regime in which one person rules without reference to any other source of authority and in arbitrary fashion (without being controlled or checked by any institution or procedure).

Task 3. Fill in the gaps with the adjectives from C that are used to describe regimes. The first letters are given.

1. The Middle East Islamic governments view military action as part of an attempt to install **p**_____ regimes in the region to serve US and Israeli interests.

2. The authorities say the gunmen carried out the attacks because they wanted to replace the country's secular democracy with a **h**_____ Islamic regime.

3. It is still a **r**_____ regime that clings to power despite the overwhelming democratic mandate achieved by the opposition.

4. Therefore, Israel and also Europe and the US should refrain from any attempt to topple the new **f**_____ regime.

5. The poll is set to be a battle between reformists and conservatives within the country's **c**_____ regime, with many observers predicting success for the reformists.

6. Every civilised nation has a responsibility to stand up for people suffering under **b**_____ military regime like the one that has ruled Burma for too long.

7. The genocide in Rwanda only ended when the Tutsi rebels overthrew the **e**_____ Hutu regime.

8. Media freedom and access to information are of particular significance in countries emerging from conflict, especially if this conflict follows years of **o**_____ regimes.

9. Khomeini presided over a **h**_____ s regime. Since his death Iran has gradually moved towards a more **m**_____ regime.

Task 4. Complete the sentences below with the appropriate adjectives from the box. In case of difficulty refer to an English-English dictionary.

obnoxious faltering discriminatory illegitimate murderous
rigid pro-Nazi corrupt dying

1. Since then, hardliners in the Defence Department and State Department moderates have been at loggerheads over how to deal with the world's most_____ [*not easily changed*] Communist regime.

2. Political forces should be allowed to take part in elections, pave the way for constitutional reforms, and replace the_____ [*unlawful*] regime through peaceful impeachment.

3. Mr Powell said that Syria could continue direct support for terrorist groups in the_____ [*not likely to exist much longer*] regime of Saddam Hussein or it could embark on a different and more hopeful course.

4. It is widely believed that Mr Milosevic finally gave way after Mr Djindjic, the leader of the Democratic Party, using his contacts in the army and security services, had persuaded them not to intervene to prop up the_____ [*weak and becoming less effective*] regime.

5. The Sunday Herald reveals the British companies that are helping to prop up a_____ [*inhuman, ruthless*] regime in Burma.

6. It's pointless to support a_____ [*dishonest, criminal*] regime which is starving its people on a daily basis.

7. The first thing required of the civilised world is the removal of this_____ [*hateful and strongly opposed*] regime which has condemned its people to the Dark Ages.

8. The two countries established diplomatic ties only last year, after Zagreb agreed to apologise to the Jewish people for crimes committed by the Croatian_____ [*supporting or approving of Nazism*] regime during the Second World War.

9. The government led by the so-called "civil society" failed. The regime it established proved to be more_____ [*biased*] and intolerant than the one it was supposed to replace.

Task 5. Work with a partner. Think of the characteristic features and typical examples of democratic and non-democratic regimes, compare them and complete the table below.

	Democratic regime	Non-democratic regime
1. Who exercises power?		
2. How is compliance achieved?		
3. Is government power centralized or fragmented?		

4. Is government power acquired and transferred?		
5. How is economic life organized?		

LISTENING



Task 6. Before you watch

There are many forms of government in the world. One of the most common forms is democracy. In this lesson you will see what it takes to make a democracy work and why it gives its people so many freedoms and protections. What is a democracy government? How important is democracy for development? How many countries in the world are democracies?

Watch

Task 7. Click here https://ed.ted.com/best_of_web/RgaIhs2w and watch the video entitled “Democracy – A short Introduction”.

Think

Task 8. Click here https://ed.ted.com/best_of_web/RgaIhs2w#review and take the quiz. Share the results in class.

Dig Deeper

Take a look at **What is Democracy?** <https://diamond-democracy.stanford.edu/> to learn about the main elements and principles of a democratic government. Also don't forget to understand democracy through the lens of

history which will provide more context for its present day form. Start with democracy in **Ancient Greece** <https://greece.mrdonn.org/athensdemocracy.html>, then The Magna Carta <https://www.bl.uk/magna-carta> and its importance to democracy. Lastly, consider reading about Rousseau's idea of the **General Will** <https://www.britannica.com/topic/general-will> of the people.

Democracy is only one form of government. Want to explore other forms of government that have existed? Read about types of governments from anarchy to theocracy **here from LiveScience** <https://www.livescience.com/33027-what-are-the-different-types-of-governments.htm> .

Discuss

Task 9. Work in pairs and discuss the questions:

1. What is more democratic – direct or indirect democracy?
2. Are checks and balances needed to make a democracy work?
3. Winston Churchill once stated “It has been said that democracy is the worst form of government except all the others that have been tried.” Do you agree or disagree with him? Why?

Source https://ed.ted.com/best_of_web/RgaIhs2w

SPEAKING

Task 10. Answer the questions.

1. What is a monarchy form of government?
2. What does a monarchy do?
3. What countries are monarchies?



Task 11. THE DISCUSSION ON MONARCHY. Work in pairs and take it in turns to ask and answer the questions. Use Government Vocabulary.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What comes to mind when you hear the word 'monarchy'?
2. What do you think of the idea of monarchy?
3. What monarchies do you know of around the world?
4. Are monarchies good or bad for a country?
5. Why do many countries still maintain their monarchies?
6. Do members of a monarchy need to work hard for their country?
7. Is it unfair that people are born into a monarchy and automatically lead a privileged life, never having to lift a finger?
8. What differences are there in society of the world's monarchies?
9. Which of the world's monarchies do you think is best?
10. Would you prefer your country to be a monarchy or republic?

STUDENT B's QUESTIONS (Do not show these to student A)

1. How did monarchies start?
2. Why do people in some monarchies respect their monarchs so much?
3. Would you like to be a monarch?
4. What do you think the average king, queen, emperor, empress, sheikh, sheikha, sultan, sultana does in an average day?
5. Do you think monarchs should have the power to change governments and constitutions?
6. What do you think monarchs think about their people?
7. What would a monarch do if one day their monarchy ended and their money was taken away?
8. What would you do if you were monarch for a day?
9. Who is the best monarch ever – living or dead?
10. What questions would you like to ask a monarch?

HOME ASSIGNMENT

Task 1. Learn Political Regimes Vocabulary by heart.

Task 2. Take one country and make a PowerPoint Presentation on its Political regime (3-4 slides, 3-4 mins) (Part of Test 3). Structure your presentation well.

LESSON 3.

Lobby, PR, GR and Media: Global Issues



LEAD-IN

Answer the questions:

1. What is lobbying in simple terms?
2. What does PR stand for? What is the main goal of PR?
3. What is the meaning of GR in government?
4. How does the government use media?

ACTIVE VOCABULARY

Task 1. Click here <https://patri.com.br/public/uploads/pdf/Public-Affairs-Terms-Glossary.pdf> and go through Public Affairs Terms Glossary. Make sure you know the meaning of the words and phrases. Use any online dictionary to help you:

<https://dictionary.cambridge.org/ru/>

<https://dictionary.reverso.net/english-russian/>

<https://www.macmillandictionary.com/>

<https://www.oxfordlearnersdictionaries.com/>

READING

Before reading

Task 2. Answer the questions:

1. What is government relations?
2. What is the difference between government relations and public affairs?
3. How can a government relations campaign achieve results for an industry?

Task 3. Read the text.

WHAT IS GOVERNMENT RELATIONS?

Government relations (also known as government media relations) is a type of public relations that focuses on communication between organisations and the government.

For any business that depends on government regulations, it's an essential PR tool that aims to teach CEOs, industry leaders, and organisations what the government process is and how to communicate with the public about legislation.

The role of PR in government relations

PR in government relations builds relationships between organisations and the government and aims to create positive interactions between the two.

Legislation determined by the government has a major impact on businesses, so it's important for organisations to understand current policies. This is where PR can help.

PR professionals are experts at explaining and identifying government policies and regulations. Those who specialise in government relations can help business owners develop strategies to influence public policy.

They also monitor issues at all levels of government to achieve results across all jurisdictions.

Government relations can be used in a corporate setting to initiate lobbying efforts directed at MPs.

Activities can involve:

- Developing strategies
- Mapping all stakeholders who influence government decisions that affect the business
- Researching policy and position papers
- Preparing businesses for governmental appearances
- Monitoring issues

While government relations can be similar to public affairs, there are some subtle differences.

What is the difference between government relations and public affairs?

Public affairs is another form of public relations that helps organisations in dealing directly with the government, legislators, lobbyists and the media, whereas government relations focuses on helping organisations deal with the government.

While activities for government relations sound similar, public affairs specialists often work to resolve conflict or even negotiate on the behalf of an organisation to solve any issues that may occur.

There are many activities that public affairs specialists do including:

- Advocating, consulting and advising organisations

- Monitoring any recent political information or activities
- Lobbying for organisations
- Researching and providing information for stakeholders

Organisations will often use public affairs to discuss legislation procedures and policies with people and groups they are involved with.

In summary, the overall role of government relations is to help improve public policy, and effectively communicate with governments, the public, organisations, and interest groups.

How can a government relations campaign achieve results for an industry?

As mentioned earlier, many businesses and industries rely on government policy and regulation to achieve funding or continue to operate their businesses successfully.

This is especially important in Australia's healthcare sector, as many health-related businesses, industries, and programs need government funding to stay operational.

Adoni Media was nominated for Best Government Relations Campaign in 2017 for the work we did with The Australian Homeopathic Association to protect natural therapy use in Australia.

The reason this organisation needed to consider a government relations campaign was because manufacturing, consultations, and public opinion was being damaged by a government report claiming these types of medicines were ineffective.

To lobby the government against proposed changes, a Senate Petition was launched online and media was generated around proposed cuts to private health insurance rebates and bans of the sale of natural medicines in pharmacies. This created pressure and an environment where MPs and government officials had to listen to what the industry had to say.

As a result of this campaign, key stakeholders were able to have closed door meetings with the Health Minister to discuss how natural medicine could be protected for public use moving forward.

More than 80,000 people were active in the campaign, and social media posts created by Adoni Media for Your Health Your Choice went viral, reaching more than 500,000 people.

Adoni Media has won awards and been nominated nationally for its Your Health Your Choice Government Relations campaign.

Source <https://www.adonimedia.com.au/what-is-government-relations/>

After reading

WRITING

Task 4. Provide a brief outline of the main ideas presented in the article. State what you like and what you do not like about the article in a critical way. Write down new words, phrasal verbs, idioms and collocations. Look up the words in your dictionary.

SPEAKING

Task 5. Answer the questions:

1. What is concept of lobbying?
2. What is the difference between lobbying and public relations?
3. What is the main purpose of lobbyist?

Task 6. Read the text.

What is the difference between lobbying and public relations?

There is a common perception that lobbying and public relations (PR) have become more enmeshed in recent years, with lines blurred between the two. Part of the confusion lies in the simple fact that both lobbyists and PR specialists seek to influence others. Given the perceived overlap of lobbying and PR, we feel it's important to distinguish between the two and outline the objectives of both. Let's take a closer look.

Lobbying Define

DC Lobbying Firm is generally defined as seeking to influence political decisions on behalf of an individual, organization, or group.

Lobbyists typically work with state and federal legislators and members of regulatory agencies to advocate for the proposal, passage, defeat, or amendment of laws or regulations—whether at the local, state, or federal level. Lobbyists are professionals who seek to understand the concerns, needs, and interests of their clients and use their knowledge of the legislative process to educate key decision makers. Lobbyists are sometimes unpaid volunteers who lobby because they feel strongly enough about an issue that they feel compelled to advocate for it.

Lobbyists represent a range of clients—from trade groups, to nonprofits, to labor unions, to corporations and religious organizations. They are prohibited from paying elected officials for their vote on an issue.

Those who meet three criteria must register as a lobbyist under the Lobbying Disclosure Act of 1995. The criteria include:

1. Having earned more than \$3,000 over a three-month period from lobbying
2. Having had more than one lobbying contact
3. Having spent more than 20 of their time lobbying for a single client over a three-month period

Now let's look at public relations.

Public Relations Defined

The definition of public relations (PR) is broad, but generally describes using communication to achieve a variety of goals on behalf of an individual, organization, or group. These goals can include:

- Promoting a product or service
- Internal communications (such as relaying the performance of a company to its employees)
- Communicating the performance of a publicly-traded company (investor relations)

PR has changed considerably alongside evolving technology over the last decade. The introduction of social media and other forms of digital communications have both enhanced and created new challenges for PR. Social media has enabled two-way communication between brands and consumers, and it has created an outlet for influencers (ordinary citizens) to promote brands online. While lobbyists may also use these tools, they generally do so to a lesser degree, as face time packs more of a punch with legislators.

As an **article in NPR highlighted**, lobbyists may target Capitol Hill, but PR folks often swoop in first to “conditioning the legislative landscape”—in other words, shape public perception. Another key difference between lobbying and PR is that lobbyists are required to disclose their activities (subject to the criteria mentioned earlier), while PR specialists are not.

Both lobbyists and PR specialists play their own unique role in communicating information and furthering the interests of the individuals, organizations, and groups they support.

The expert DC lobbyists at Lobbyit make representation in Washington a reality for organizations of all sizes. Our **lobbying service packages are competitively priced** with small and mid-size organizations in mind—we believe that everyone deserves equal representation in the halls of Congress.

Source <https://lobbyit.com/difference-lobbying-public-relations/>

After reading

SPEAKING

Task 7. Work in pairs and discuss the following questions.

1. What are the fundamental objectives of lobbying? Who benefits from lobbying services
2. What is the essence of lobbying?
3. Qualitative relationship between competencies of the GR and lobbying “toolbox”. What is the difference?
4. Is there an established market of lobbying services in Russia?

5. Professional lobbyists – who are they?
6. Is it possible to get an education in the field of GR and lobbying?
7. How can lobbying practices combat corruption?

LISTENING

Task 8. Before you listen

Do the preparation task first <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations>. **Then listen to the audio and do the exercises.**

Listen

Task 9. Click here <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations> **and listen to a public relations account executive talk about how she got into public relations.**

Think

Task 10. Click here <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations> **and do Task 1 and Task 2. Share the results in class.**

Discuss

Would you like to work in public relations? Why?

Source <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations>

READING

Before reading

Task 11. INDIGENOUS PEOPLE: What do you know about these people? What do you want to know? Complete this table with your partner(s).

	What You Know About Them	What You Want To Know
Ainu		
Inuit		
Yazidi		
Tuareg		
Maori		
Shaman		

Task 12. Read the article and do the tasks after it.

Japan to recognize Ainu indigenous people for first time (20th February, 2019)

The Japanese government has introduced a bill to recognize the country's ethnic Ainu minority group as an "indigenous" people. It is the first time for Japan's government to do this. It comes after decades of lobbying and campaigning by Ainu people to be recognized. The Ainu are an indigenous people of Japan originating in Japan's northern island of Hokkaido, north-eastern Honshu, and islands between Japan and Russia. Their official number today is around 25,000, but many observers estimate a more accurate figure to be around 200,000. Many Ainu have been completely assimilated into Japanese society and have no knowledge of their ancestry or historical roots, traditions and culture.

The Japan Today website wrote about the hardships the Ainu have faced. It said: "The Ainu people...have long suffered the effects of a policy of forced assimilation, and while discrimination has receded gradually, income and education gaps with the rest of Japan persist." Japan's government spoke about the importance of passing the new legislation. It said: "It is important to protect the honor and dignity of the Ainu people and to hand those down to the next generation to realize a vibrant society with diverse values." Ainu spokesman Tadashi Kato said: "It feels like we woke up now from a truly deep sleep....It will lead to building a society where we cohabit together. We think this is the first step.

Sources

<https://breakingnewsenglish.com/1902/190220-ainu.html>

<https://japantoday.com/category/politics/japan-to-recognise-indigenous-ainu-people-for-first-time>

<https://qz.com/1551496/who-are-the-indigenous-ainu-people-of-japan/>

https://www.washingtonpost.com/world/asia_pacific/japan-prepares-law-to-finally-recognize-and-protect-its-indigenous-ainu-people/2019/02/15/2c85a0d8-3113-11e9-ac6c-14eea99d5e24_story.html

After reading

Task 13. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).

- | | |
|---|-------|
| 1. The Japanese government has passed a bill to recognize the Ainu. | T / F |
| 2. The Ainu have campaigned for centuries to be recognized. | T / F |
| 3. There are officially around 25,000 Ainu in Japan today. | T / F |
| 4. Most Ainu are experts on their ancestry and history. | T / F |
| 5. A website wrote about the hardships the Ainu faced. | T / F |
| 6. There are still income gaps between the Ainu and Japanese. | T / F |
| 7. Japan's government said it wanted to realize a vibrant society. | T / F |
| 8. An Ainu spokesman said he now wanted to sleep deeply. | T / F |

Task 14. Comprehension questions.

1. What has the Japanese government introduced?
2. For how long have the Ainu been lobbying the Japanese government?
3. What is the official number of Ainu in Japan?
4. How many Ainu do many observers say there are (unofficially)?
5. What did the article say the Ainu have no knowledge of?
6. What did the Japan Today website write about?
7. What kinds of gaps between the Ainu and other Japanese persist?
8. What did the government say it is important to protect?
9. Who is Tadashi Kato?
10. What did Tadashi Kato say the Ainu had woken up from?

WRITING

Task 15. All indigenous people should get more rights and land. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 16. ROLE PLAY. Work in small groups, take one of the roles and act it out.

Role A – Education

You think education is the best way to build a society. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the worst of these (and why): strong police force, patriotism or low tax.

Role B – A Strong Police Force

You think a strong police force is the best way to build a society. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the worst of these (and why): education, patriotism or low tax.

Role C – Patriotism

You think patriotism is the best way to build a society. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the worst of these (and why): strong police force, education or low tax.

Role D – Low Tax

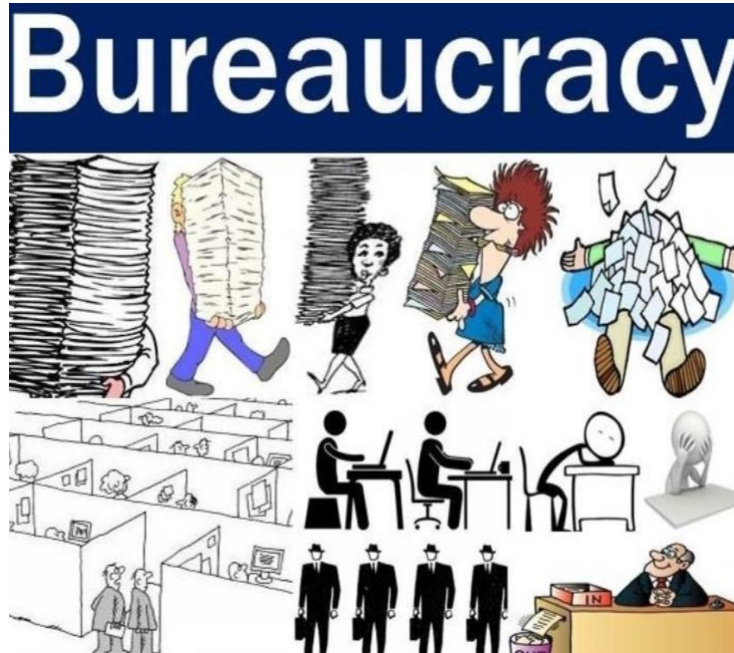
You think low tax is the best way to build a society. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the worst of these (and why): strong police force, patriotism or education.

HOME ASSIGNMENT

Prepare for Test 3.

UNIT 4. BUREAUCRACY: FUNCTIONS AND PROBLEMS

LESSON 1. What is Bureaucracy?



LEAD-IN

Answer the questions:

1. What comes to your mind when you hear the word "bureaucracy"?
2. Click here <https://www.youtube.com/watch?v=IOQ8RnIkLoc> and watch the video then define the word "bureaucracy".

ACTIVE VOCABULARY

Task 1. Read and give Russian equivalents to the following words and word combinations given in bold type.

A. The meanings of the term "bureaucracy"

The literal meaning is "rule by officials." In everyday language it has a negative connotation meaning pointless administrative routine, or "**red tape**" [petty rules, full of details].

In the field of comparative government the term "bureaucracy" refers to the **administrative machinery** of the state. It is a political institution. **Bureaucrats** are non-elected state officials or **civil servants**.

B. The functions of bureaucracies

The core function of bureaucracy as a political institution is **to implement** [put into practice], **execute** [carry out] **law and policy**. Bureaucracies **provide governments with expertise** [special knowledge], **information, and advice**. The principal sources of bureaucratic power lie in the following:

- civil servants control the flow of information and thus determine what elected politicians know;
- civil servants have the advantage of being **permanent and full-time public officials**;
- civil servants have the status of **experts** and **custodians** [people in charge] of the national interest.

C. The policy process and the role of bureaucracy in it

Bureaucracies exert considerable influence on the policy process in all its stages:

Policy Initiation – a process of defining certain problems as issues and determining how they are **to be addressed** [to be dealt with]

Policy Formulation – a process of **detailed elaboration** [working out] and analysis required to develop systematic policy proposals

Policy Implementation – a process of **delivering policy**, putting policy decisions **into effect**

Policy Evaluation – a process of **critical reflection on** [careful consideration of] policy outcomes [results, consequences] designed to improve the policy process in the future

Bureaucracies take part in the **policy decision-making process**. The ideal rational decisionmaking process comprises the following stages:

- **agenda setting**
- **formulating the alternatives**
- **selecting an optimal course of action**
- **monitoring/managing the implementation of the decision**
- **evaluating [calculating the worth of] the consequences**
- **correcting errors**

D. How do bureaucracies operate?

Bureaucracies define rules and **standard operating procedures** that specify how tasks are to be performed, they rely on **systems of records** [information or data collected methodically over a long period of time] to gather and store information and they divide authority among different organizations to avoid **duplication of effort** [doing the same thing by different agents]. Bureaucracies engage in **forward planning** designed to determine long-term needs and the means to attain them.

E. What are the limitations of bureaucracies?

- Bureaucratic organizations **place constraints on** [limit the range of] **decision-makers' choices** rather than expand the number of policy alternatives.

- Every bureaucracy develops a shared **mind-set** [the ideas and attitudes with which a person approaches a situation, especially such as are difficult to change]. Psychological and professional pressures encourage members of a group to accept and agree with the group's prevailing attitudes, rather than speak out for what they believe – a phenomenon often called **groupthink**.
- Bureaucracies are often **resistant to change** [refusing to change and accept changes].
- Bureaucracies are often blamed for **inefficiency** [inability to work well so as to produce good results quickly], **inaction** [unwillingness to act], **unresponsiveness** [inability to react], and even **sabotage** [intentional indirect or secret action to prevent or ruin a plan].
- Bureaucratic organizations often contain additional structures that are not needed because there is not enough work – **redundant** structures.
- Bureaucratic agencies are **parochial** [interested in or dealing only with things close to themselves] and every administrative unit seeks to promote its own purposes and power.
- Bureaucracies are accused of **corruption**.

Task 2. Paraphrase the following using the vocabulary from B, C, and D above.

1. Bureaucracies are sources of information, specialist knowledge and advice for governments.
2. Bureaucracies carry out political decisions taken by the government.
3. The actions of bureaucrats are guided by definite rules that specify how tasks are to be performed.
4. Bureaucracies define which sphere the organization has the power and the right to control and command.
5. One of the functions of bureaucracies is to plan things ahead.
6. Policy evaluation is a stage in the policy process which involves careful consideration of how effective the policy has been.
7. Policy initiation is the first stage of the policy process when it is decided what problems have to be dealt with.
8. Bureaucrats are considered to be guardians of the national interests.

Task 3. Study the vocabulary at E above. What are the corresponding nouns and adjectives? Use the words in the sentences below.

Noun	Adjective
	parochial
inefficiency	
	redundant
	resistant
corruption	
inaction	
unresponsiveness	

1. Bureaucrats enjoy the status of permanent and professional public servants. However, permanence may lead to _____the failure to carry out public responsibilities because of the pursuit of private gain.

2. Career civil servants can come to believe that they are more capable of defining the common good or general will than are elected politicians. They may feel justified in their_____ to radical or reformist political tendencies, seeing themselves as custodians of the state's interest.

3. Bureaucrats favour policy alternatives that reflect their organizational affiliations. Organizational needs sometimes encourage the sacrifice of national interests to bureaucratic interests. Bureaucratic _____breeds competition among the agencies.

4. Bureaucracies are often self-serving and are guardians of the status quo. They are often willing to defy directives by the political authorities they are supposed to serve. Bureaucratic_____ and _____sometimes manifest themselves as lethargy.

5. Bureaucratic organizations often take policy positions designed to increase their own influence relative to that of other agencies. Characteristically, they are driven to enlarge their prerogatives and expand the conception of their mission._____ is therefore inherent in the current institutional framework.

READING

Before reading

Task 4. CONSUMERISM: Students A strongly believe consumerism is a good thing; Students B strongly believe consumerism is bad.

Task 5. INSTITUTIONS: Rank these with your partner. Put the most important at the top.

- | | |
|--------------|---------------------|
| • police | • places of worship |
| • mass media | • schools |
| • hospitals | • armed forces |
| • courts | • political parties |

Task 6. BUREAUCRACY: Spend one minute writing down all of the different words you associate with the word "bureaucracy". Share your words with your partner and talk about them.

Task 7. Read the article and do the tasks after it.

Pope attacks Europe's throwaway culture (27th November, 2014)

Pope Francis delivered a damning message to European leaders on Tuesday when he addressed the European Parliament in Strasbourg. He denounced what he saw as

Europe's 'throwaway culture' where the elderly, the terminally ill and unborn children are ignored. He said technology and economics were more important to politicians than those suffering. He told his audience: "Men and women risk being reduced to mere cogs in a machine that treats them as items of consumption to be exploited, with the result that whenever a human life no longer proves useful for that machine, it is discarded." He added: "It is the inevitable consequence of a throwaway culture, and an uncontrolled consumerism".

The Pope was very critical of Europe's politicians and systems. He warned that Europe's once dynamic, caring and artistic cultures were being eroded by red tape, saying: "The great ideas which once inspired Europe seem to have lost their attraction, only to be replaced by the bureaucratic technicalities of its institutions." He said bureaucracy was "perceived as insensitive to individual peoples, if not downright harmful". The Pope said Europe risked losing its sense of community, saying: "One of the most common diseases in Europe today is the loneliness typical of those who have no connection with others. This is especially true of the elderly, who are often abandoned to their fate, and also in the young."

Sources

<https://breakingnewsenglish.com/1411/141127-europe.html>

<http://www.irishexaminer.com/world/pope-denounces-throwaway-culture-of-europe-299590.html>

<http://www.telegraph.co.uk/news/worldnews/the-pope/11252345/Pope-Francis-warns-European-ideal-replaced-by-bureaucratic-technicalities-of-EU.html>

<http://www.catholicsun.org/2014/11/25/pope-urges-europe-to-nurture-religious-roots-sow-peace-in-its-borders/>

After reading

Task 8. TRUE / FALSE: Guess if a-h below are true (T) or false (F).

- | | |
|--|--------------|
| 1. Pope Francis spoke to European leaders at the Vatican. | T / F |
| 2. Pope Francis criticized leaders for ignoring the elderly and ill. | T / F |
| 3. Francis said Europe was close to treating people as parts of a machine. | T / F |
| 4. The Pope said everyone in Europe should throw away their culture. | T / F |
| 5. The Pope warned that Europe's once-great culture was disappearing. | T / F |
| 6. Francis said bureaucracy is replacing inspiration and great ideas. | T / F |
| 7. Francis said Europe had lost its sense of community. | T / F |
| 8. Francis said loneliness is a very common disease in Europe. | T / F |

Task 9. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|-----------------|------------------|
| 1. damning | a. unrestrained |
| 2. denounced | b. energetic |
| 3. ignored | c. organizations |
| 4. items | d. disregarded |
| 5. uncontrolled | e. strong |

6. dynamic
7. eroded
8. institutions
9. harmful
10. abandoned

- f. damaging
- g. objects
- h. deserted
- i. attacked
- j. worn away

Task 10. COMPREHENSION QUESTIONS

1. To whom did Pope Francis deliver a message?
2. What did Francis say happened to the elderly, ill and unborn?
3. What machine parts did Francis compare men and women to?
4. What did Francis say happens to humans if the machine has no use for them?
5. What did Francis say was uncontrolled?
6. What did Francis say was eroding Europe's cultures?
7. What did Francis say had lost their attraction?
8. What did Francis say was insensitive?
9. What did Francis say was one of Europe's most common diseases?
10. Who did Francis say was abandoned?

SPEAKING

Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'Europe'?
3. What are the good and bad things about Europe?
4. What does the Pope mean by 'throwaway culture'?
5. How much of a throwaway culture is there in your country?
6. How can Europe change so the Pope will be happy?
7. When do you feel like a cog in a machine?
8. Are technology and economics more important than people?
9. Do you ever feel exploited?
10. What are the bad things about consumerism?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What are you critical of about your country?
3. Was Europe of old better than today's Europe?
4. How important is Europe?

5. Has bureaucracy in Europe reduced artistry and creativity?
6. How can bureaucracy be harmful to people?
7. How much community is there in your country?
8. How does your country help people who are weak and lonely?
9. Why do societies so often abandon the elderly?
10. What questions would you like to ask Pope Francis?

SPEAKING

Task 12. Work with a partner. Discuss the following questions.

1. Do bureaucrats really "run" their countries?
2. Can civil servants be politically neutral?
3. Are public bureaucracies inherently inefficient?
4. What does the aphorism "where you stand depends on where you sit" reflect?

Though it seems simplistic, do you think it is applicable to the work of bureaucracies? Is there any place for personal sympathies and individual goals?

5. What are the obvious disadvantages of group think in policy making?
6. What are the causes of the limitations of bureaucracies?

HOME ASSIGNMENT

Task 1. Learn Bureaucracy Vocabulary by heart.

Task 2. Read the article entitled "India's bureaucracy is 'the most stifling in the world'" by following the link <https://www.bbc.com/news/10227680> (<http://www.bbc.co.uk/news/mobile/10227680>) Provide a brief outline of the main ideas presented in the article. Write a short summary of it. Write down new words, phrasal verbs, idioms and collocations. Look up the words in your dictionary.

LESSON 2.

Bureaucracy: Functions and Problems



LEAD-IN

Answer the questions:

1. What are the main functions of bureaucracy?
2. What are the pros and cons of bureaucracy?

LISTENING

Task 1. Click here <https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-the-bureaucracy-functions-and-responsibilities/v/introduction-to-the-federal-bureaucracy> and watch a series of videos on bureaucracy:

- Introduction to the federal bureaucracy
<https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-the-bureaucracy-functions-and-responsibilities/v/introduction-to-the-federal-bureaucracy>;
- Iron triangles and issue networks
<https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-the-bureaucracy-functions-and-responsibilities/v/iron-triangles-and-issue-networks>.

Task 2. Write a short summary of each video. Write down new words, phrasal verbs, idioms and collocations. Look up the words in your dictionary.

Task 3. Make sure you can answer Review questions:

1. Why is the federal bureaucracy necessary? What role does it play in the policymaking process?
2. What impact does the merit system have on the effectiveness of the bureaucracy?
3. What's the difference between an iron triangle and an issue network?

Task 4. Do the quiz “The bureaucracy: functions and responsibilities: foundational” <https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-the-bureaucracy-functions-and-responsibilities/e/the-bureaucracy--functions-and-responsibilities-civics>

Do the quiz “The bureaucracy” <https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-the-bureaucracy-functions-and-responsibilities/e/the-bureaucracy>

READING

Before reading

Task 5. Answer the question:

Is Bureaucracy all That bad?

Task 6. Read the text.

What Is Bureaucracy, and Is It Good or Bad?

A bureaucracy is any organization composed of multiple departments, each with policy- and decision-making authority. Bureaucracy is all around us, from government agencies to offices to schools, so it's important to know how bureaucracies work, what real-world bureaucracies look like, and the pros and cons of bureaucracy.

Essential Characteristics of a Bureaucracy

- Complex multi-level administrative hierarchy
- Departmental specialization
- Strict division of authority
- Standard set of formal rules or operating procedures

Bureaucracy Definition

A bureaucracy is an organization, whether publicly or privately owned, made up of several policymaking departments or units. People who work in bureaucracies are informally known as bureaucrats.

While the hierarchical administrative structure of many governments is perhaps the most common example of a bureaucracy, the term can also describe the administrative structure of private-sector businesses or other non-governmental organizations, such as colleges and hospitals.

German sociologist Max Weber was the first person to formally study bureaucracy. In his 1921 book “Economy and Society,” Weber argued that a bureaucracy represented the most proficient form of organization, due to its possession of specialized expertise, certainty, continuity, and unity of purpose. However, he also warned that uncontrolled bureaucracy could threaten individual freedom, leaving people trapped in an “iron cage” of impersonal, irrational, and inflexible rules.

Bureaucracy in government emerged during the rise of money-based economies and their inherent need to conduct secure and impersonal legal transactions. Large financial institutions, such as public-stock trading firms, grew to prominence largely due to the unique ability of their bureaucratic organizations to deal with the intricate requirements of capitalist production more efficiently than small-scale, but less complex institutions.

Examples of Bureaucracy

Examples of bureaucracies can be found everywhere. State departments of motor vehicles, health maintenance organizations (HMOs), financial lending organizations like savings and loans, and insurance companies are all bureaucracies that many people deal with regularly.

In the U.S. government’s federal bureaucracy, appointed bureaucrats create rules and regulations needed to efficiently and consistently implement and enforce the laws and policies made by the elected officials. All of the approximately 2,000 federal government agencies, divisions, departments, and commissions are examples of bureaucracies. The most visible of those bureaucracies include the Social Security Administration, the Internal Revenue Service, and the Veterans Benefits Administration.

Pros and Cons

In an ideal bureaucracy, the principles and processes are based on rational, clearly-understood rules, and they are applied in a manner that is never influenced by interpersonal relationships or political alliances.

However, in practice, bureaucracies often fail to achieve this ideal. Thus, it's important to consider the pros and cons of bureaucracy in the real world.

The hierarchical structure of bureaucracy ensures that the bureaucrats who administer the rules and regulations have clearly-defined tasks. This clear "chain of command" allows management to closely monitor the organization's performance and deal effectively with problems when they arise.

The impersonal nature of bureaucracy is often criticized, but this "coldness" is by design. Applying rules and policies strictly and consistently reduce the chances that some people will receive more favorable treatment than others. By remaining impersonal, the bureaucracy can help to ensure that all people are treated fairly, without friendships or political affiliations influencing the bureaucrats who are making the decisions.

Bureaucracies tend to demand employees with specialized educational backgrounds and expertise related to the agencies or departments to which they are assigned. Along with ongoing training, this expertise helps to ensure that the bureaucrats are able to carry out their tasks consistently and effectively. In addition, advocates of bureaucracy argue that bureaucrats tend to have higher levels of education and personal responsibility when compared to non-bureaucrats.

While government bureaucrats do not make the policies and rules they implement, they nevertheless play an integral part in the rule-making process by providing essential data, feedback, and information to the elected lawmakers.

Due to their rigid rules and procedures, bureaucracies are often slow to respond to unexpected situations and slow to adapt to changing social conditions. In addition, when left with no latitude to deviate from the rules, frustrated employees can become defensive and indifferent to the needs of the people who deal with them.

The hierarchical structure of bureaucracies can lead to internal "empire-building." Department supervisors may add unnecessary subordinates, whether through poor decision-making or in order to build their own power and status. Redundant and non-essential employees quickly reduce the organization's productivity and efficiency.

Absent of adequate oversight, bureaucrats with decision-making power could solicit and accept bribes in return for their assistance. In particular, high-level bureaucrats can misuse the power of their positions to further their personal interests.

Bureaucracies (especially government bureaucracies) are known to generate a lot of "red tape." This refers to lengthy official processes that involve submitting numerous forms or documents with many specific requirements. Critics argue that these processes slow down the bureaucracy's ability to provide a service to the public while also costing taxpayers money and time.

Theories

Since the rise and fall of the Roman Empire, sociologists, humorists, and politicians have developed theories (both supportive and critical) of bureaucracy and bureaucrats.

Considered the architect of modern sociology, German sociologist Max Weber recommended bureaucracy as the best way for large organizations to maintain order and maximize efficiency. In his 1922 book “Economy and Society,” Weber argued that bureaucracy’s hierarchal structure and consistent processes represented the ideal way to organize all human activity. Weber also defined the essential characteristics of modern bureaucracy as follows:

A hierarchical chain of command in which the top bureaucrat has ultimate authority.

- A distinct division of labor with each worker doing a specific job.
- A clearly defined and understood set of organizational goals.
- A clearly-written set of formal rules, which all employees agree to follow.
- Job performance is judged by worker productivity.
- Promotion is merit-based.

Weber warned that, if not properly controlled, bureaucracy could threaten individual freedom, locking people in a rules-based “iron cage” of control.

Parkinson’s Law is the semi-satirical adage that all “work expands so as to fill the time available for its completion.” Often applied to the expansion of an organization’s bureaucracy, the “law” is based on chemistry’s Ideal Gas Law, which states that gas will expand to fill the volume available.

British humorist Cyril Northcote Parkinson wrote about Parkinson’s Law in 1955, based on his years of experience in the British Civil Service. Parkinson described two factors that cause all bureaucracies to grow as “an official wants to multiply subordinates, not rivals” and “officials make work for each other.” Parkinson also offered the tongue-in-cheek observation that the number of employees in the British Civil Service increases by five to seven percent per year “irrespective of any variation in the amount of work (if any) to be done.”

Named for Canadian educator and self-proclaimed “hierarchiologist” Laurence J. Peter, the Peter principle states that “in a hierarchy, every employee tends to rise to his level of incompetence.”

According to this principle, an employee who is competent at their job will be promoted to a higher-level job that requires different skills and knowledge. If they are competent at the new job, they will be promoted again, and so on. However, at some point, the employee may be promoted to a position for which they lack the necessary specialized skills and knowledge. Once they have reached their personal level of incompetence, the employee will no longer be promoted; instead, he or she will remain in their level of incompetence for the remainder of their career.

Based on this principle, Peter's Corollary states that "in time, every post tends to be occupied by an employee who is incompetent to carry out its duties."

Before he became a U.S. President, Woodrow Wilson was a professor. In his 1887 essay "The Study of Administration," Wilson wrote that bureaucracy created a purely professional environment "devoid of allegiance to fleeting politics." He argued that the bureaucracy's rule-based impersonality made it the ideal model for government agencies and that the very nature of a bureaucrat's job enables bureaucrats to remain insulated from outside, politically-biased influence.

In his 1957 work "Social Theory and Social Structure," American sociologist Robert K. Merton criticized earlier theories of bureaucracy. He argued that "trained incapacity" resulting from "over conformity" eventually causes many bureaucracies to become dysfunctional. He also reasoned that bureaucrats are more likely to put their own interests and needs ahead of those that would benefit the organization. Further, Merton feared that because bureaucrats are required to ignore special circumstances in applying rules, they may become "arrogant" and "haughty" when dealing with the public.

Sources

Merton, Robert K. "Social Theory and Social Structure." Enlarged Ed Edition, Free Press, August 1, 1968.

"Parkinson's Law." *The Economist*, November 19, 1955.

"Peter principle." *Business Dictionary*, WebFinance Inc., 2019.

Weber, Max. "Economy and Society." Volume 1, Guenther Roth (Editor), Claus Wittich (Editor), First Edition, University of California Press, October 2013.

Wilson, Woodrow. "The Study of Administration." *Political Science Quarterly*, Vol. 2, No. 2, JSTOR, December 29, 2010.

Source <https://www.thoughtco.com/bureaucracy-definition-examples-pros-cons-4580229>

After reading

Task 7. Provide a brief outline of the main ideas presented in the article. Write down new words, phrasal verbs, idioms and collocations. Look up the words in your dictionary.

Task 8. Make up five questions to the text and ask your partner to answer them.

LISTENING

Before you watch

Task 9. Answer the questions:

1. What do you know about Franz Kafka?
2. What is he known for?

3. What makes something "Kafkaesque"?
4. What are the main topics of Kafka's work?



The term Kafkaesque has entered the vernacular to describe unnecessarily complicated and frustrating experiences, especially with bureaucracy. But does standing in a long line to fill out confusing paperwork really capture the richness of Kafka's vision? Beyond the word's casual use, what makes something "Kafkaesque"? Noah Tavlin explains.

Watch

Task 10. Click here <https://ed.ted.com/lessons/what-makes-something-kafkaesque-noah-tavlin> and watch the video entitled "What makes something "Kafkaesque"? "

Think

Task 11. Click here <https://ed.ted.com/lessons/what-makes-something-kafkaesque-noah-tavlin#review> and take the quiz. Share the results in class.

Dig Deeper

Additional Resources for you to Explore

Kafka is an enigmatic writer, and almost everyone you ask will have a slightly different definition of the word Kafkaesque. In [this New York Times interview](https://www.nytimes.com/1991/12/29/nyregion/the-essence-of-kafkaesque.html?pagewanted=all) <https://www.nytimes.com/1991/12/29/nyregion/the-essence-of-kafkaesque.html?pagewanted=all> with Frederick Karl, a biographer of Kafka, Karl describes his definition of 'Kafkaesque'. In what ways is his definition different from the definition offered by this lesson? In what ways is it similar? The interview also provides some more context about Kafka's life and background.

For a lighter Kafka experience, watch this news parody by The Onion, entitled “[Prague’s Kafka International Named Most Alienating Airport](https://www.youtube.com/watch?v=gEyFH-a-XoQ)”. <https://www.youtube.com/watch?v=gEyFH-a-XoQ> Even though it’s just a short comedy video, in what way is this Kafkaesque? Do the jokes reference the casual, vernacular conception of the Kafkaesque? Or does it touch the essence of Kafka’s worldview? What about [this recent story https://www.nytimes.com/2016/03/11/nyregion/muslims-sue-over-denial-of-bid-to-build-mosque-in-new-jersey-suburb.html?_r=0](https://www.nytimes.com/2016/03/11/nyregion/muslims-sue-over-denial-of-bid-to-build-mosque-in-new-jersey-suburb.html?_r=0) by the New York Times, about a Muslim community and its attempts to obtain permits to construct a mosque? While it is certainly a difficult and frustrating situation, is it accurate to describe the process as Kafkaesque? Why or why not?

It is often difficult to connect with Kafka’s sense of humor. In [this short, eloquent essay https://harpers.org/wp-content/uploads/HarpersMagazine-1998-07-0059612.pdf](https://harpers.org/wp-content/uploads/HarpersMagazine-1998-07-0059612.pdf) (originally a speech), the late David Foster Wallace explains why and how Kafka’s stories are humorous. If you weren’t understanding why Kafka is supposed to be funny, this essay might illuminate his humor, and why it’s such an important part of his work.

[Kafka Online https://www.kafka-online.info/](https://www.kafka-online.info/) has most of Kafka’s best known writings available for free online. Here is another piece (of what we now call) flash fiction by Kafka, entitled [An Imperial Message https://www.kafka-online.info/an-imperial-message.html](https://www.kafka-online.info/an-imperial-message.html) . How does this story relate to the themes of Kafka’s work discussed in this lesson? Does it relate to other themes that were not covered in this lesson?

In [this essay for the Atlantic https://www.theatlantic.com/entertainment/archive/2014/01/what-it-really-means-to-be-kafkaesque/283096/](https://www.theatlantic.com/entertainment/archive/2014/01/what-it-really-means-to-be-kafkaesque/283096/) , author Ben Marcus discusses “An Imperial Message.” He says that one can interpret the story as a story about reading. Do you agree or disagree? At the same time, Marcus says that Kafka’s writing often eludes our understanding, and that this is precisely what makes his writing beautiful. Do you also find that Kafka’s writing seems to slip away whenever you’ve almost pinned it down to one meaning or interpretation? If so, that’s okay! Being confused is part of the experience of reading Kafka. For many, it’s an acquired taste.

Discuss

Task 12. Franz Kafka died of tuberculosis in 1924 at the age 40. He was not a well-known writer during his lifetime. Despite passing away in obscurity at a young age, many of his readers believe that his stories more relevant with time. What are some ways in which Kafka seems prophetic today? With a more nuanced understanding of what ‘Kafkaesque’ means, identify examples from every day life and current events. What are some themes, ideas, trends, and problems that Kafka’s writing seems to have observed and anticipated?

Source <https://ed.ted.com/lessons/what-makes-something-kafkaesque-noah-tavlin>

SPEAKING

Task 13. Work in pairs and discuss the following questions. Use Bureaucracy Vocabulary:

1. How do you measure the power of a bureaucracy?
2. Why is the bureaucracy so complex?
3. Why is it so hard to reform the bureaucracy?
4. Why are people annoyed with the bureaucracy?
5. What is significant about how the bureaucracy works?
6. What constraints does the bureaucracy have on itself?

HOME ASSIGNMENT

Task 1. Take one country and talk about its model of bureaucracy. Make a PowerPoint Presentation on the functions of the bureaucratic system, its problems, give some interesting facts about it (7-10 mins, 5-7 slides, Part of Test 4). Structure your presentation well.

LESSON 3.

How Effective Is Bureaucracy? Views of State and Society



LEAD-IN

Answer the questions:

1. How important is bureaucracy in modern society?
2. Can Bureaucracy be Effective?
3. What are the Characteristics of an ideal bureaucracy?

Task 1. What are the Characteristics of an ideal bureaucracy? Click here <https://www.khanacademy.org/test-prep/mcat/individuals-and-society/social-interactions/v/characteristics-of-an-ideal-bureaucracy> and watch the video. Provide a brief outline of the main ideas presented in the video. State what you like and what you do not like about the video in a critical way. Write down new words, phrasal verbs, idioms and collocations. Look up the words in your dictionary.

READING

Before reading

Task 2. NO VISAS: Students A strongly believe refugees should never need visas; Students B strongly believe they should.

Task 3. HELP: What can these players do to help the Ukrainian refugees? Complete this table with your partner(s). Share the results in class.

	How They Can Help	Why They Aren't Doing This
The U.N.		
NATO		
China		
The E.U.		
India		
Russia		

Task 4. DISGRACE: Spend one minute writing down all of the different words you associate with the word "disgrace". Share your words with your partner(s) and talk about them.

Task 5. NEEDS: Rank these with your partner. Put the things refugees need most at the top.

- Wi-fi
- Blankets
- Clean clothes
- Information
- Medicine
- Visas
- Weapons
- 3 meals a day

Task 6. Read the article and do the tasks after it.

UK's help for Ukraine refugees called 'a disgrace' (11th April, 2022)

One of Britain's most popular radio hosts has lambasted his government's response to the Ukrainian refugee crisis. Nick Ferrari of the radio station LBC called the situation "a disgrace". The UK has two visa schemes running to help refugees relocate to the UK. The government said it had received 79,800 visa applications from Ukrainians and had thus far issued 40,900 visas. However, a paltry 12,000 refugees had arrived in Britain. Poland has taken in nearly 3 million refugees and Germany has taken in 300,000. The UK's neighbour Ireland, with a population one-twelfth of that of Britain's, has welcomed over 20,000 refugees. The UK's Home Secretary Priti Patel has apologised for what she called the "frustrating" situation.

Nick Ferrari did not hold back in his criticism of his government's response. He called on the whole government to be fired. He said: "It's an absolute scandal.... This is beyond comprehension. How can this level of incompetence survive? Sack the

whole...lot of them." Mr Ferrari was particularly irked by the visa application process, which includes Ukrainians wanting refuge in the UK having to fill out a 51-page online application form in English. He also castigated the government for its mountain of red tape. Over 200,000 Britons have applied to accept a refugee into their home, but excessive bureaucracy means applications are rejected if a home has a garden pond. Many say the UK's visa schemes are set up to fail.

Sources

<https://breakingnewsenglish.com/2204/220411-uk-refugee-response.html>

<https://www.lbc.co.uk/radio/presenters/nick-ferrari/passionate-rant-homes-ukraine-scheme/>

<https://www.dailymail.co.uk/news/article-10701511/DAILY-MAIL-COMMENT-Stop-ticking-boxes-Ukrainian-refugees-sanctuary.html>

<https://www.theguardian.com/uk-news/2022/apr/08/ukraine-refugees-uk-12000-arrived-visa-schemes>

After reading

Task 7. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).

- | | |
|---|--------------|
| 1. Britain's top radio show host criticized the UK government. | T / F |
| 2. The U.K has one visa scheme to help Ukrainian refugees. | T / F |
| 3. The UK has taken in only 12,000 Ukrainian refugees. | T / F |
| 4. The U.K. Home Secretary has yet to apologize for the refugee crisis. | T / F |
| 5. A radio host said the whole U.K. government should be fired | T / F |
| 6. Ukrainian refugees have to complete a 51-page form to enter the U.K. | T / F |
| 7. Over 200,000 U.K. people registered to take in a Ukrainian refugee. | T / F |
| 8. Someone with a garden pond in the U.K. cannot take in a refugee. | T / F |

Task 8. Comprehension questions.

1. What is the name of the radio station the radio host belongs to?
2. How many visa schemes is the UK running?
3. How many Ukrainian refugees has the UK taken in?
4. How many Ukrainian refugees have gone to Ireland?
5. What did the UK's Home Secretary call the situation?
6. What does the radio host want to happen to the UK's government?
7. How long is the application form Ukrainian refugees have to fill out?
8. What did the radio host say there was a mountain of?
9. What might invalidate a Briton's request to house a Ukrainian refugee?
10. What do many people think the UK's visa schemes are set up to do?

WRITING

Task 9. All visa requirements for refugees should be scrapped. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).

SPEAKING

Task 10. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'refugee'?
3. Do you have a favourite radio host?
4. What's your country doing for Ukrainian refugees?
5. What should the UN be doing for Ukrainian refugees?
6. What visa requirements should there be for refugees?
7. Is it a 'disgrace' that the UK has only taken in 12,000 refugees?
8. Why do you think the UK has accepted so few refugees?
9. What help do refugees need?
10. What advice do you have for the UK government?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'crisis'?
3. What do you think about what you read?
4. What criticisms do you have of your government?
5. Should the UK government be fired?
6. How unfair is it for refugees to fill out a 51-page application form?
7. Would you house a Ukrainian refugee?
8. What can the UK do to reduce its levels of red tape?
9. Why might a garden pond be a danger to a refugee fleeing terror?
10. What questions would you like to ask the UK Home Secretary?

READING

Before reading

Task 11. Answer the questions:

1. What are the characteristics of bureaucracy in Russia?
2. How do you experience bureaucracy in your life?
3. How does the bureaucracy affect you?
4. Is the bureaucracy in Russia effective?



Task 12. Read the text.

The dos and don'ts of Russian bureaucracy

Red tape in Russia can be long and thick, dealing with the government from the bottom up is usually a painful exercise. So read these tips – and good luck.

By saying “Russian bureaucracy,” we mean a great number of bodies – not only federal government, but the governments of regions and officials in the judicial sphere and police force. Did you know, for instance, that every apartment building in Russia has its own authorities? (People who manage housing and communal services.) If your sink breaks or toilet stops flushing you’ll need to deal with these people. But be warned: They will mostly behave in an agonizingly bureaucratic way. So here’s how to deal with the “red tape” attitude, or “watchman syndrome” as it’s known.

‘Watchman syndrome’

Unfortunately in Russia, civil servants don’t perceive themselves as servants, but rather as masters of the spheres they are working in. The notion comes from the 16th century, when there were few civil officials – but they were very powerful. In those times, to get something from the state (like protection or trade privileges), one had to bribe officials, who had no fixed monthly salaries and lived off a life of hard graft (we even did a special feature on the history of bribery in Russia). From this period comes the notion of “asking” the state authorities to do something for the people, as if it’s not the state’s primary function! Love it or not, Russians still comply.

A watchman or a doorman is naturally a person who possesses very little influence; this is why he (or she) likes to exert all their power if you need something. So if your sink needs fixing, the municipal worker at your district may make you wait until the weekend for the plumber to come just for kicks. For a person who is not very proficient in the Russian language, discussing the matter based on laws could be an impossible task. So, to get things your way, be persistent: Talk with officials respectfully,

repeatedly explain your problem, and continue to politely ask for help. Never shout, argue, or appeal to the police or government officials. Keep in mind that every Russian bureaucrat tries to keep people away from his or her office, so if you refuse to leave and are polite there's a chance your problem would be solved. And no, don't try giving bribes, here's why.

Don't bribe, write reports

Currently, the Russian state is at war with corruption and bribery. Many high-ranking officials, including heads of regions and federal civil servants, are under investigation regarding their incomes. A few years ago, a law was introduced forbidding state officials of accepting gifts more expensive than 3,000 rubles (appr. \$50).

Unofficially, most heads of government and municipal bodies forbid their subordinates from receiving any presents, let alone bribes. So our advice is – forget about bribery. The only effective way to influence bureaucrats who are slow at resolving your problems is to write reports to superior government bodies – and now you can do it online. Just ask your local friends for help on this issue.

Save your documents

"I was in awe at the amount of documents you have to keep and be ready to make available for officials here in Russia," says Lucia, an Italian who lives and works in Russia. Obviously, every Russian person (apart from their passport) has a personal tax number, state medical insurance card, pension fund card, employment record book, birth certificate, and an array of documents regarding home ownership, and if somebody does business officially, then the amount of documents grows exponentially...

So, most Russians are aware that you have to keep your documents in order and safe – nobody wants to go through the hardships of pension fund card recovery. Make sure your travel ID, your immigration card, and other documents are kept where you know they are. And if you're really paranoid, make copies of these documents, laminate them, and carry them around with you while keeping the originals at home – many Russians do this with their passports.

Learn the working hours of the institutions you need

Recently, Russian state services have begun moving into online form – using a portal, most Russians can pay their taxes and fees online. Sometimes, though, you need to go to the office – for example, to sign documents in person.

Here, it's important to remember that Russian officials don't work in the evening – usually working hours last until 5 p.m or 6 p.m., and there's a lunch break (usually at a different for each institution). So, to save yourself waiting for hours or behind a locked door, take time to learn the working days and hours of the institutions you need. However, you'll rarely be alone; there'll be a queue, the last barrier you have to breach before facing the bureaucrat – and these queues are a little different from what you're used to outside Russia.

“It’s weird when you first stand in a Russian queue – the people behind you are so close, it seems they want to get on your back,” Peggy, a German living in Moscow, notices. Well, that’s a long-standing tradition. In Soviet times, when goods were in scarcity, Russians learned to stand in queues for hours and sometimes days to get the desired books, crockery, or rare foods.

Source <https://www.rbth.com/lifestyle/328026-dos-and-donts-of-russian>

After reading

Task 13. Provide a brief outline of the main ideas presented in the article. State what you like and what you do not like about the article in a critical way. Write down new words, phrasal verbs, idioms and collocations. Look up the words in your dictionary.

Task 14. Make up five questions to the text and ask your partner to answer them.

WRITING

Task 15. Choose one of the articles, read it carefully, write its summary and read it aloud.

- Brief history of corruption in Imperial Russia
https://www.rbth.com/society/2013/07/15/brief_history_of_corruption_in_imperial_russia_28099.html
- Bureaucracy or corruption? Two sides of the same coin
https://www.rbth.com/articles/2010/03/30/bureaucracy_or_corruption_two_sides_of_the_same_coin.html
- Dealing with the migration bureaucracy https://www.rbth.com/articles/2012/02/10/dealing_with_the_migration_bureaucracy_14340.html
- 3 ways to move to Russia, navigate the bureaucracy and not go insane
https://www.rbth.com/arts/lifestyle/2017/08/14/3-ways-to-move-to-russia-navigate-the-bureaucracy-and-not-go-insane_821958
- Dueling with bureaucracy: what Russians must (sometimes) go through to get an American visa <https://www.rbth.com/lifestyle/326356-russia-american-visa-difficulties>
- 4 questions (and answers) to help you understand Russian taxes
<https://www.rbth.com/business/330124-tax-system>
- Vladimir Fortov: What's destroying Russian science?
https://www.rbth.com/articles/2012/02/06/vladimir_fortov_whats_destroying_russian_science_14735

HOME ASSIGNMENT

Prepare for Test 4.

UNIT 5. MULTICULTURALISM IN DIFFERENT COUNTRIES

LESSON 1



LEAD-IN

Discuss these questions with your groupmates:

1. What springs to mind when you hear the word 'multiculturalism'?
2. What is multiculturalism?
3. What are the good things about multiculturalism?
4. What are the bad things about multiculturalism?

VOCABULARY

Study the meaning and pronunciation of the words below. Give Russian equivalents of these words.

multiculturalism	/ˌmʌltiˈkʌltʃərəlɪzəm/	The belief that it is important and good to include people or ideas from many different countries, races, or religions
race	/reɪs/	one of the main groups of people in the world, who have the same colour of skin and other physical features → ethnic group
nation	/ˈneɪʃən/	a country and its people, or a group of people with the same history and language
people	/ˈpiːpəl/	the people who belong to a particular country, race, or area. The plural of this meaning of people is peoples

tribe	/traɪb/	a group of people in a country who are the same race, with the same traditional way of life and the same leader
discrimination	/dɪˌskrɪməˈneɪʃən/	The practice of treating one person or group differently from another in an unfair way
ethnicity	/ɛθˈnɪsəti/	[countable, usually plural] (<i>formal</i>) a group of people with a common cultural or national tradition
oppression	/əˈpreʃən/	when someone treats a group of people unfairly or cruelly and prevents them from having the same rights as other people have → discrimination
homogenize (also homogenise <i>British English</i>)	/həˈmɒdʒənaɪz \$ - 'ma: -/	to change something so that its parts become similar or the same

READING

Now read the article on “multiculturalism” from *Encyclopaedia Britannica* and compare your ideas of the phenomenon with the ones given in the text.

Multiculturalism, the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture.

That acknowledgment can take the forms of recognition of contributions to the cultural life of the political community as a whole, a demand for special protection under the law for certain cultural groups, or autonomous rights of governance for certain cultures. Multiculturalism is both a response to the fact of cultural pluralism in modern democracies and a way of compensating cultural groups for past exclusion, discrimination, and oppression. Most modern democracies comprise members with diverse cultural viewpoints, practices, and contributions. Many minority cultural groups have experienced exclusion or the denigration of their contributions and identities in the past. Multiculturalism seeks the inclusion of the views and contributions of diverse members of society while maintaining respect for their differences and withholding the demand for their assimilation into the dominant culture.

Multiculturalism as a challenge to traditional liberalism

Multiculturalism stands as a challenge to liberal democracy. In liberal democracies, all citizens should be treated equally under the law by abstracting the common identity of “citizen” from the real social, cultural, political, and economic positions and identities of real members of society. That leads to a tendency to homogenize the collective of citizens and assume a common political culture that all participate in. However, that abstract view ignores other politically salient features of the identities of political subjects that exceed the category of citizen, such as race, religion, class, and sex. Although claiming the formal equality of citizens, the liberal democratic view tends to

underemphasize ways in which citizens are not in fact equal in society. Rather than embracing the traditional liberal image of the melting pot into which people of different cultures are assimilated into a unified national culture, multiculturalism generally holds the image of a tossed salad to be more appropriate. Although being an integral and recognizable part of the whole, diverse members of society can maintain their particular identities while residing in the collective.

Some more radical multicultural theorists have claimed that some cultural groups need more than recognition to ensure the integrity and maintenance of their distinct identities and contributions. In addition to individual equal rights, some have advocated for special group rights and autonomous governance for certain cultural groups. Because the continued existence of protected minority cultures ultimately contributes to the good of all and the enrichment of the dominant culture, those theorists have argued that the preserving of cultures that cannot withstand the pressures to assimilate into a dominant culture can be given preference over the usual norm of equal rights for all.

Multiculturalism's impact on education

Some examples of how multiculturalism has affected the social and political spheres are found in revisions of curricula, particularly in Europe and North America, and the expansion of the Western literary and other canons that began during the last quarter of the 20th century. Curricula from the elementary to the university levels were revised and expanded to include the contributions of minority and neglected cultural groups. That revision was designed to correct what is perceived to be a falsely Eurocentric perspective that overemphasizes the contributions of white European colonial powers and underemphasizes the contributions made by indigenous people and people of colour. In addition to that correction, the contributions that cultural groups have made in a variety of fields have been added to curricula to give special recognition for contributions that were previously ignored. The establishment of African American History Month, National Hispanic Heritage Month, and Asian American and Pacific Islander Heritage Month in the United States is an example of the movement. The addition of works by members of minority cultural groups to the canons of literary, historical, philosophical, and artistic works further reflects the desire to recognize and include multicultural contributions to the broader culture as a whole.

Challenges to multiculturalism

There are two primary objections to multiculturalism. One is that multiculturalism privileges the good of certain groups over the common good, thereby potentially eroding the common good in favour of a minority interest. National unity could become impossible if people see themselves as members of ethnic or racial groups rather than as citizens of a common country. The second is that multiculturalism undermines the notion of equal individual rights, thereby weakening the political value of equal treatment. Equal individual rights could be set aside or deprecated in favour of rights that are possessed by the group.

Multiculturalism raises other questions. There is the question of which cultures will be recognized. Some theorists have worried that multiculturalism can lead to a competition between cultural groups all vying for recognition and that this will further reinforce the dominance of the dominant culture. Such competition could even lead to a reaction in which the dominant culture sees itself as a beleaguered group in need of recognition and protection. Further, the focus on cultural group identity may reduce the capacity for coalitional political movements that might develop across differences. Some Marxist and feminist theorists have expressed worry about the dilution of other important differences shared by members of a society that do not necessarily entail a shared culture, such as class and sex, and the resulting neglect of policies that would minimize economic and gender inequalities. A related concern is that actions that celebrate cultural pluralism would be taken because of their popularity but that actions that redress past discrimination would not be taken because of their threat to the dominant group's status.

Multicultural politics

Multiculturalism is closely associated with identity politics, or political and social movements that have group identity as the basis of their formation and the focus of their political action. Those movements attempt to further the interests of their group members and force issues important to their group members into the public sphere. However, in contrast to multiculturalism, identity politics is based on the shared identity of participants rather than on a specifically shared culture. However, both identity politics and multiculturalism often have in common the demand for recognition and redress for past inequities.

Multiculturalism raises important questions for citizens, public administrators, and political leaders about balancing recognition for groups with the interests of the entire society. By asking for recognition of and respect for cultural differences, multiculturalism provides one possible response to the question of how to increase the participation of previously oppressed groups.

(from Encyclopaedia Britannica by Jennifer L. Eagan)

Comprehension questions:

1. What is multiculturalism?
2. What forms can take the acknowledgement of differences of minority groups within a dominant political culture?
3. Is multiculturalism a response to the fact of cultural pluralism in modern democracies or a way of compensating cultural groups for past exclusion, discrimination, and oppression?
4. What does multiculturalism seek while maintaining respect for the differences of diverse members of society and withholding the demand for their assimilation into the dominant culture?

5. Is there a tendency to homogenize or divide the collective of citizens in liberal democracies ?
6. How (on which basis) could equal treatment under the law be provided for the citizens from different ethnic, cultural and socio-economic backgrounds in liberal democracies?
7. What are other politically salient (most important and noticeable) features of the identities of political subjects (people) that exceed the category of citizen?
8. What is the traditional liberal image of multiculturalism like?
9. What does the image of a tossed salad mean in terms of multiculturalism?
10. What have some more radical multicultural theorists claimed to ensure the integrity and maintenance of distinct identities and contributions of minority cultures?
11. Why do some multicultural theorists believe that the preserving of cultures that cannot withstand the pressures to assimilate into a dominant culture can be given preference over the usual norm of equal rights for all? What do you think about this radical idea?
12. Why were curricula from the elementary to the university levels revised and expanded in the USA and European countries during the last quarter of the 20th century?
13. What does the desire to recognize and include multicultural contributions to the broader culture as a whole reflect?
14. What are the two primary objections to multiculturalism?
15. Can multiculturalism lead to a competition between cultural groups all vying for recognition? And can this further reinforce the dominance of the dominant culture?
16. What have some Marxist and feminist theorists expressed worry about?
17. Why would not actions that redress past discrimination against minority groups be taken?
18. What is identity politics based on?
19. What is the basis of multiculturalism in contrast to identity politics?
20. What do identity politics and multiculturalism have in common?

LISTENING

Click the web-link below and listen to the audio on multiculturalism.

[Listen A Minute: English Listening Lesson on Multiculturalism](#)

Listen again and fill in the gaps.

Multiculturalism _____. As the world gets smaller, multiculturalism becomes bigger. _____ live in towns in which there is only one culture. Today, _____ where we are surrounded by many other cultures. If we live in a city, _____ from all over the world. Of course, some cities are more multicultural than others. New York is a _____. It is called the most multicultural city on Earth. A city like Tokyo isn't so multicultural. I think multiculturalism _____. It's fantastic walking out of your door and seeing other cultures. This didn't happen _____. People didn't understand other cultures. They didn't _____ understand. I'm glad things are changing today.

SPEAKING

THE DISCUSSION ON MULTICULTURALISM. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What springs to mind when you hear the word 'multiculturalism'?
2. What are the good things about multiculturalism?
3. Is it possible for a country to avoid multiculturalism today?
4. How would the world be different if there was no multiculturalism in any country?
5. Do you think multiculturalism will eventually lead to a single world mixed race?
6. Why are many people afraid of multiculturalism?
7. Where in the world do you think multiculturalism works best?
8. Do you think multiculturalism can ever be reversed?
9. Do you think the original culture of a society that has become multicultural like the change?
10. Is multiculturalism good for world peace and understanding?

STUDENT B's QUESTIONS (Do not show these to student A)

1. What is multiculturalism?
2. What problems does multiculturalism bring to a country?
3. Do you think elementary school children in multicultural classes give a lot of thought to multiculturalism?

4. Would you prefer your country to be multicultural or of just one culture?
5. Is multiculturalism something that only white societies think about?
6. Can multiculturalism result in a country losing its identity?
7. Is multiculturalism really another form of racism?
8. In a multicultural society, should newcomers do what they can to assimilate into the culture of their new country?
9. Is multiculturalism a dirty word?
10. Is multiculturalism a threat to some countries / your country?

HOME ASSIGNMENT

- Make a poster about multiculturalism. Show it to your classmates in the next lesson. Give each other feedback on your posters.
- Search the Internet and find more information about multiculturalism. Talk about what you discover with your partner(s) in the next lesson.
- Learn the collocations with the word “nation”.

COLLOCATIONS

ADJECTIVES

a great/powerful nation

The United States is the most powerful nation in the world.

an independent/sovereign nation (=one that rules itself, rather than being run by another country)

Countries that were once colonies of Britain are now independent nations.

an industrial/industrialized nation

The rich industrial nations dominate the global economy.

a developed/advanced nation (=one that has many industries)

In the developed nations, many students go on to university.

a developing/emerging nation (=one that is starting to have more industry)

Food shortages are often a problem in developing nations.

a rich/wealthy nation

Most tourists come from the wealthy nations of the world.

a poor nation

The high cost of medicines in poor nations prevents many citizens from receiving health care.

VERBS

lead a nation

He led the nation out of a depression and into a period of growth and prosperity.

face a nation

There are many problems facing our nation.

unite a nation (=make everyone in a country agree)

The crisis seemed to unite the nation.

divide a nation (=make people in a nation disagree)

The war has divided the nation.

shock a nation (=make everyone in a nation feel shocked)

This terrible crime has shocked the whole nation.

➤ Fill in the gaps with the following words: nationality, race, citizenship, majority, minorities, multiculturalism

- Britain without Scotland becomes a country in which _____ has failed.
- Discrimination by employers on the grounds of _____ and _____ was illegal.
- He said his _____ had not been important to him.
- Students have called for greater numbers of women and _____ on the faculty.
- They could now potentially pass the future bill with a simple _____.
- After 15 years in the USA, he has finally decided to apply for American _____.

LESSON 2



LEAD-IN

Discuss the following questions with your groupmates:

1. Have you ever visited or lived somewhere with a different culture?
2. How multicultural is the place where you live?
3. Is there more immigration to or emigration from your country?

Multicultural Britain

Notting Hill Carnival grew out of Caribbean traditions. Today, it is an event where all cultures come together. As Nick's been finding out, the UK truly is multicultural.

Do the Preparation task first. Then watch the video. Next go to Task and do the activity. If you need help, you can read the Transcript at any time.

Preparation

Learn the following words:

community	/kə'mju:nəti/	1.the people who live in the same area, town etc 2.a group of people who have the same interests, religion, race etc
diverse	/daɪ'vɜ:s, \$ də'vɜ:rs/	very different from each other
refugee	/,refjʊ'dʒi:/	someone who has been forced to leave their country, especially during a war, or for political or religious reasons
overseas	/'əʊvəsi:z, \$ 'oʊvər-/	to or in a foreign country that is across the sea
violence	/'vaɪələns/	behaviour that is intended to hurt other people physically

migrant	/ˈmaɪɡrənt/	someone who goes to live in another area or country, especially in order to find work
population	/ˌpɒpjəˈleɪʃən, \$ ˌpɑː-/	1 [countable] the number of people living in a particular area, country etc 2 [countable usually singular] all of the people who live in a particular area
diversity	/daɪˈvɜːsəti, də- \$ - ɜːr-/	the fact of including many different types of people or things cultural / ethnic / linguistic etc.

Now, watch the video to find out more about multicultural Britain.

[Multicultural Britain | LearnEnglish \(britishcouncil.org\)](https://www.britishcouncil.org/learn-english/multicultural-britain)

Transcript

This is Southall Broadway in West London. This area has one of the largest Asian populations in London. The United Kingdom is an ethnically diverse country with many different communities that reflects the multicultural nature of Britain. Many British people's families originally come from overseas. Over the centuries, people from around the world have come to live here.

The first significant wave of immigrants arrived by ship from Jamaica in 1948. The Notting Hill Carnival celebrates this Caribbean culture.

In the 1950s and 60s, Indian, Bangladeshi and Pakistani families made Britain their home. Asian Ugandan refugees fled here in the 1970s. Followed by Somalis in the 90s. And in recent years, Eastern European citizens have arrived in search of work.

This cultural variety makes Britain a vibrant place to be, but it's not without its problems. Conflicts can arise between cultures and generations. Young people whose parents or grandparents settled here have a very different experience of growing up to their parents.

.....

Sunny Grewel and his father Avinda live in Southall. Avinda came here from Kenya in the 70's. Sunny was born here.

Nick: Avinda, what was life like when you first came here?

Avinda: It was hard. There was no jobs for, for people like us.

Nick: And what's life like now, for young people, Sunny?

Avinda: I think we're very much a part of the communities and government and everything, so it's a lot more equal for everyone.

Nick: What are the main arguments between the younger and older generations?

Avinda: When they were small, I wouldn't let him wear these earrings and have a long ponytail. They have to look smart.

Nick: And what's the best thing about living here, Sunny?

Sunny: The food, the different cultures that come in and bring their spices, their experiences and even their rituals, so you get a taste of the world within this small community.

.....

In the past, differences between communities have led to violence. But new community-based projects have brought different generations and cultures together.

Here at St Mary's School in Cardiff in Wales, more than 20 languages are spoken. It's one of the most multicultural schools in Wales. The school was involved with a project called 'Open Cities'. It helps migrants, people from other countries, become part of the community. The school children took pictures of people and places to show what it's like to live in Cardiff.

Some of the kids are featured in an exhibition called Open Cities Faces.

.....

Mercy and Joy and their father Derek are originally from Zambia. They have lived here for six years.

Nick: Derek, tell me why you came to Cardiff and why you took part in this project.

Derek: I am an Engineering Consultant. I came to Cardiff because I was offered a job here. This project was a good thing because it was trying to show something positive about migration and integration.

Nick: Why is Mercy photographed by a window?

Derek: Because the photographer wanted to find a way to show the hopes for our future – the better life that we look towards.

Nick: But there's a lot of shadow in that photograph, as well.

Derek: Yes, the shadow is deliberate to try to show our past, where we've come from.

Nick: And do you consider Cardiff to be your home now?

Derek: Yes. We are part of the local community, we have settled down and we think Cardiff is great.

Projects like 'Open Cities' can bring people in the community together and give young people hope for the future.

Task

I. Match the words with their descriptions

1. Settled
 2. Cultures
 3. Refugees
 4. Overseas
 5. Immigrants
 6. Multicultural
- a) Includes people with different beliefs and customs.
 - b) Abroad; from distant countries.
 - c) People who come to a new country to live there.
 - d) People who leave their country because it is not safe to stay there.
 - e) Collections of beliefs, customs and shared stories.
 - f) Comfortable in a situation; no desire to move.

II. Choose the correct answers.

Where did the first wave of immigrants come from?

1. India
2. Somalia
3. Jamaica

What does Sunny like about living in a multi-cultural society?

1. You can hear different types of music.
2. You can eat different types of food.
3. You can wear different styles of clothes.

St. Mary's school took part in the 'Open Cities' project. What does the project aim to do?

1. The project aims to take photographs of immigrants.
2. The project aims to help immigrants find jobs.
3. The project aims to help immigrants become part of the community.

Why did the photographer take Mercy's picture in front of a window?

1. The window represents the past.
2. The window represents their hopes for the future.
3. The window represents their concerns about the present.

SPEAKING

1. Speak on the multicultural population of Southall Broadway in West London.

2. Make a presentation on one of the following ways to honour the achievements of the ethnic groups oppressed in the USA in the past:

[African American History Month](#),
[National Hispanic Heritage Month](#),
and [Asian American and Pacific Islander Heritage Month](#)

HOME ASSIGNMENT

Study the collocations with the word "population"

COLLOCATIONS

ADJECTIVES/NOUN + POPULATION

the total/whole/entire population

The entire population will be celebrating.

the world's population

Sixty percent of the world's population live in areas that are at risk from sea-level rises.

the general population

Ethnic minorities suffer more than the general population.

the local population

The local population gave them a warm welcome.

the black/white population (=black or white people who live in a place)

Unemployment is greater among the black population.

the Jewish/Muslim/Asian etc population (=the people of a particular nationality or religion who live in a place)

the city's 4,000-strong Asian population

the indigenous population *formal* (=the people who have always lived in a place)

His new book assesses the impact of Spanish culture on the indigenous population of Mexico.

the urban population (=the people who live in towns or cities)

The region's urban population will more than double in the next two decades.

the rural population (=the people who live in the countryside)

Agricultural reforms must address the needs of the rural population.

the adult population

A third of the adult population pay no tax at all.

the elderly population

Should the entire elderly population be regularly screened for this disease?

an ageing population (=gradually becoming older on average)

The rapidly ageing population will put a strain on the country's health care system.

a large population

California is a big state with a large population.

a prison population (=the number of people in prisons in a country or area)

A quarter of the prison population is under 21.

a student population The university has a student population of almost 5,000.

VERBS

a population grows/increases/rises

Between these years the population grew by 40%.

a population falls/declines/decreases

The population in many rural areas has continued to fall.

a population reaches

Nigeria's population will reach 532 million in the middle of this century.

POPULATION + NOUN

population growth

Rapid population growth intensifies competition for land.

population increase

The population increase in the region is a cause for concern.

a population explosion/boom (=when the population increases quickly and by a large amount)

What will be the long-term effects of this population explosion?

population density (=the degree to which an area is filled with people)

Australia has a low population density.

population control (=controlling how many children people have)

It is argued that population control is essential to limit the depletion of natural resources.

LESSON 3



LEAD-IN

Discuss these questions with your groupmates:

1. Where in the world do you think multiculturalism works best?
2. Would you prefer your country to be multicultural or of just one culture?
3. Is it possible for a country to avoid multiculturalism today?
4. How would the world be different if there was no multiculturalism in any country?

READING

Reading I.

Before Reading / Listening

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | |
|--|--------------|
| 1. The German leader has said multiculturalism isn't working in Germany. | T / F |
| 2. She was speaking to a gathering of several thousand immigrants. | T / F |
| 3. Ms Merkel said people in the 60's thought immigrants wouldn't stay. | T / F |
| 4. Ms Merkel said it wasn't necessary for immigrants to learn German. | T / F |
| 5. Other German politicians have aired anti-immigration feelings. | T / F |
| 6. Ms Merkel is the sister of the leader of the CSU Party. | T / F |
| 7. A man called Stephan Kramer suggested people were over-reacting. | T / F |
| 8. All of Germany's immigrants migrated there for the social benefits. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|---------------|--------------|
| 1. attempts | a. showed |
| 2. utterly | b. kidded |
| 3. assessment | c. sequence |
| 4. fooled | d. judgment |
| 5. reality | e. trivial |
| 6. series | f. tries |
| 7. concept | g. arguments |
| 8. petty | h. totally |
| 9. debates | i. truth |
| 10. revealed | j. idea |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|-------------------------------------|--------------------------|
| 1. She was speaking at a conference | a. irresponsible |
| 2. a shocking assessment of | b. of the 60s |
| 3. At the beginning | c. social benefits |
| 4. We fooled ourselves | d. side-by-side |
| 5. to live | e. immigrant feeling |
| 6. a series of anti- | f. attended by her party |
| 7. the concept of multiculturalism | g. a while |
| 8. not only petty but outright | h. towards immigrants |
| 9. negative feelings | i. multiculturalism |

Read the text on multiculturalism in Germany.

Merkel – Multiculturalism “failed” in Germany

The German chancellor Angela Merkel has told politicians that attempts to build a multicultural society in Germany have "utterly failed". She was speaking at a conference attended by her party, the Christian Democratic Union (CDU), on Saturday. Her speech was a shocking assessment of multiculturalism in Germany. She said: "At the beginning of the 60s, our country asked foreign workers to come to Germany and now they live in our country... We fooled ourselves a while and said: "They won't stay... at some time they will go." She went on: "But this isn't reality... And of course, the approach to build a multicultural society and to live side-byside [happily]... has failed, utterly failed." Ms Merkel also said that immigrants to Germany had to learn German.

The chancellor's comments come after a series of anti-immigrant feeling from other German politicians. Perhaps the strongest comment came from Horst Seehofer, the leader of the CDU's Bavarian sister party, the CSU. He said the concept of multiculturalism was "dead". Another politician, Stephan Kramer criticized the CSU leader, saying his ideas were "not only petty but outright irresponsible". He attacked the current debates on immigration for being "hysterical". A recent study into immigration showed that over 30 per cent of Germans had negative feelings towards immigrants. The report, from the Friedrich Ebert Foundation, revealed that 34.3 per cent of those surveyed believed Germany's 16 million immigrants migrated to the country just for the social benefits.

Source <http://www.BreakingNewsEnglish.com/1010/101017-multiculturalism.html>

Use the dictionary (e.g. Cambridge English dictionary) and fill in the table with the related words. [Cambridge Dictionary](#) | [English Dictionary, Translations & The-saurus](#)

verb	noun	adjective
immigrate		-----
-----		responsible
	survey	-----
	leader	
migrate		
	assessment	
-----	politician	

Reading II.

Read the article from the Washington Post and answer the questions:

1. Why did Time magazine and the Financial Times newspaper name Angela Merkel Person of the Year?
2. Why did A. Merkel call multiculturalism a "life lie"?
3. What does A. Merkel require newcomers to do?
4. What should other European countries do to take some of the burden off Germany from Merkel's point of view?
5. Did Merkel's party, the Christian Democratic Union, approve of her refugee policy?
6. How do many Germans understand assimilation? What do they expect refugees to do when they arrive in Germany?
7. What does multiculturalism symbolize to A. Merkel?
8. What is her policy towards the issue like?
9. Why does Merkel's speech come at a sensitive time?
10. When did Merkel first voice her criticism of multiculturalism?

Multiculturalism is a sham, says Angela Merkel

Source: [Multiculturalism is a sham, says Angela Merkel – The Washington Post](#)

By Rick Noack

December 14, 2015 at 2:29 p.m. EST

German Chancellor Angela Merkel's refugee policy has attracted praise from all over the world. Time magazine and the Financial Times newspaper recently named her Person of the Year, and delegates applauded her for so long at her party's convention on Monday that she had to stop them.

The speech that followed, however, may have surprised supporters of her policies: "Multiculturalism leads to parallel societies and therefore remains a 'life lie,' " or a sham, she said, before adding that Germany may be reaching its limits in terms of accepting more refugees. "The challenge is immense," she said. "We want and we will reduce the number of refugees noticeably."

Although those remarks may seem uncharacteristic of Merkel, she probably would insist that she was not contradicting herself. In fact, she was only repeating a sentiment she first voiced several years ago when she said multiculturalism in Germany had "utterly failed."

"Of course the tendency had been to say, 'Let's adopt the multicultural concept and live happily side by side, and be happy to be living with each other.' But this concept has failed, and failed utterly," she said in 2010.

[Why Germany's Merkel will continue to welcome refugees, despite calling multiculturalism a sham.]

Repeating those ideas on Monday was meant to calm her supporters who have grown increasingly weary of the influx of refugees. Newcomers, Merkel stressed, should assimilate to German values and culture, and respect the country's laws.

Merkel emphasized that despite her commitment to limit the influx of refugees, she was standing by her decision to open the borders earlier this fall. "It is a historical test for Europe," she said, adding that other countries in Europe should accept more refugees to take some of the burden off Germany.

Refugees in need should be helped, she said, but she also suggested that not everyone who has come to Germany fulfilled those criteria. German authorities are expected to ramp up deportations in the coming months.

Merkel's party, the Christian Democratic Union, overwhelmingly approved of her refugee policy, with only two out of about 1,000 delegates voting against a resolution in support of it.

Merkel's comments may also reflect a particular understanding of assimilation. Many Germans expect immigrants to quickly learn the German language and to contribute to their communities and work life.

Multiculturalism usually has a positive connotation, but to Merkel it symbolizes the emergence of isolated societies within Germany – and ultimately a failure of assimilating immigrants. Her policy toward the issue is supposed to avoid the creation of suburbs such as the areas around Paris, for instance, where young immigrants are isolated from the rest of society.

However, her speech comes at a sensitive time. Germany has opened its borders to approximately 1 million refugees this year, many of whom are still being

accommodated in makeshift housing. Fights have broken out in multiple reception centers, raising fears about the country's ability to deal with the influx.

Local disputes have caused tensions in national politics as well. Last year, Germany's influential Christian Social Union party proposed that everyone in Germany should be required to speak German "in public and in private with their families." The public backlash forced the party to retract the draft resolution.

Compared to 2010, when Merkel first voiced her criticism of multiculturalism, there was little reaction Monday. The applause following her speech lasted nine minutes and again had to be interrupted by Merkel. "Thanks, but we have work to do," she said.

Use the dictionary (e.g. Cambridge English dictionary) and fill in the table with the related words. [Cambridge Dictionary | English Dictionary, Translations & Thesaurus](#)

verb	noun	adjective
fail		
	assimilation	
	tension	
		influential
require		
propose		

HOME ASSIGNMENT

Study the collocations with the word "minority" and translate the examples into Russian.

COLLOCATIONS

ADJECTIVES

a small minority

She is one of a small minority of women working in engineering.

a tiny minority

Only a tiny minority of the population actually commit crimes.

a large minority

A large minority of women feel happier when their husbands leave them.

a substantial/sizeable minority (=a large minority)

A sizeable minority of people sleep less than five hours a night without problems.

a significant minority (=a large and fairly important minority)

A significant minority of older people have difficulty in caring for themselves.

VERBS

be in a minority

Male students are in a minority in this class.

represent a minority

Old people still only represent a minority of the population.

form a minority (also **constitute a minority** *formal*)

This type of cell forms a minority of the cells in the nervous system.

affect a minority

The side effects only affect a minority of people who take the drug.

MINORITY + NOUN

a minority group

It's ridiculous to refer to women as a minority group.

a minority interest

Jazz is a minority interest, but it is still an important part of musical studies.

a minority opinion/view

This is a minority view among scientists.

a minority stake (=a number of shares in a company, equalling less than half the total number)

IBM has bought a minority stake in the computer company

a minority shareholder (=someone who owns less than half the shares in a company)

A minority shareholder with 10% of voting rights refused to accept the plan.

UNIT 6.
MULTICULTURALISM: ISSUES AND PROBLEMS
LESSON 1



LEAD-IN

Walk around the class and talk to other students about advantages and disadvantages of multiculturalism. Change partners often. Sit with your first partner(s) and fill in the table.

	“+”	“-”
Jobs		
Religious tolerance		
Global culture		
Food		
Language		
Peace		

VIDEO

Watch the video “What is Multiculturalism?” in which one two journalists (Jonathan Freedland from the UK and Matthias Matussek from Germany) discuss the issues of multiculturalism.

[\(1116\) What is multiculturalism? - YouTube](#)

Preparation

Study the meaning of the following words.

incentive (n)	/ɪn'sen.tɪv/	something that encourages a person to do something
Sharia (law)	/ʃə'ri:.ə/	the holy laws of Islam that cover all parts of a Muslim's life
Muslim (n)	UK /'mʊz.lɪm/ US /'mɑ:.zlem/	A person who follows the religion of Islam
heritage (n)	/'her.ɪ.tɪdʒ/	1. features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance 2. a person's racial, ethnic, religious, or cultural background
equation (n)	/ɪ'kweɪ.ʒən/	a mathematical statement in which you show that two amounts are equal using mathematical symbols
onslaught (n)	UK /'ɒn.sleɪt/ US /'ɑ:n.sleɪt/	a very powerful attack
denounce (v)	/dɪ'naʊns/	to criticize something or someone strongly and publicly
contradiction (n)	UK /'kɒn.trə'dɪk.ʃən/ US /'kɑ:n.trə'dɪk.ʃən/	the fact of something being the complete opposite of something else or very different from something else, so that one of them must be wrong
Islam (n)	/'ɪz.lɑ:m/, /'ɪz.læm/	The Muslim religion, and the people and countries who believe in it
Christianity (n)	UK /'krɪs.ti'æn.ə.ti/ US /'krɪs.tʃi'æn.ə.ti/	a religion based on belief in God and the life and teachings of Jesus Christ, and on the Bible
jihadism (n)	UK /dʒɪ'hæd.ɪ.zəm/ US /dʒə'hɑ:d.ɪ.zəm/	used to refer to the belief held by some Muslim extremists (= those who have beliefs that most people, including most Muslims, think are

		unreasonable and unacceptable) that it is right or necessary to carry out acts of terrorism (=violent action for political purposes) against people who they believe are a threat to their religion
intrinsic (adj)	UK /ɪnˈtrɪn.zɪk/ US /ɪnˈtrɪn.zɪk/	being an extremely important and basic characteristic of a person or thing
the Enlightenment	UK /ɪnˈlaɪ.tən.mənt/ US /ɪnˈlaɪ.tən.mənt/	The period in the 18 th century in Europe when many people began to emphasize the importance of science and reason, rather than religion and tradition
niqab (n)	/ˈniːk.æb/	A piece of cloth worn by some Muslim women to cover the whole face except the eyes
hostile (adj)	UK /ˈhɒs.taɪl/ US /ˈhɑː.stəl/	unfriendly and not liking something:

Task 1. Answer the following questions on the video.

1. Why did the British Prime Minister Cameron speak about the "loss of balance" in migration policy?
2. How did the debate about migration policy start in Germany?
3. What does the German journalist say about the ongoing unemployment among immigrants?
4. Are people who draw public attention to the cruel customs of Islam called racists in Germany? What does M. Matussek think about it?
5. Who is Thilo Sarrazin, and what is the title of his book that sparked the debate on immigration in Germany?
6. What does Thilo Sarrazin blame immigrants for?
7. Which politicians denouncing extreme ideologies in general but adopting the same rhetoric when necessary do the journalists mention in the video?
8. Why does the German journalist describe the system of incentives for some group of immigrants as a wrong one?
9. What shocked British society when 7 July 2005 London bombings took place?
10. Why does the journalist from Der Spiegel find multiculturalism inspiring?
11. Is there any difference between definitions of multiculturalism given by the journalists?
12. What issues and problems caused by the policy of multiculturalism are mentioned in the video?

Task 2. Make up 5 questions on the video and ask one of your groupmates to answer them.

Task 3. Sum up the main points of the speech of each journalists and express your opinion on multiculturalism.

HOME ASSIGNMENT

"Between two worlds"

What's it like growing up in a mixed-race family? Watch 15-year-old Tillie talking about her experiences.

[Between two worlds | LearnEnglish Teens \(britishcouncil.org\)](https://www.britishcouncil.org/learn-english/teens/between-two-worlds)

Do the preparation task first. Then watch the video and do the exercises.

Remember you can read the transcript at any time.

Preparation

Match the words with the definitions.

1. to justify something
2. a complexion
3. a birth name
4. to embrace something
5. Mixed race
6. Plantain
7. A skin tone
8. PE

- a) a person whose parents are from different racial groups
- b) physical education; sports classes at school
- c) the colour of your skin
- d) to give a good reason for something
- e) the natural appearance of the skin on a person's face
- f) a tropical fruit similar to a banana with green skin
- g) the name you were given at birth, when this is different from your usual name
- h) to accept something enthusiastically

Transcript

Hi, I'm Tillie and I'm from Leeds, which is in the north of England. I am half Ghanaian. This is my Ghanaian dad...

Tillie's dad: Her father.

... and I am half English. This is my English mum.

Tillie's mum: Hello!

Having two parents from different countries is really cool because you get to go on holiday a lot. Er, and also you get to experience two different cultures and, kind of, create your own culture, 'cause you get to mix them both together.

Being mixed, I did realise I was different. For example, at the age of seven, it was a PE day, a normal day, I had my hair down and it was drying at its, like, full capacity. It was very big. We got changed in the cloakroom. Everybody was excited to do PE. So was I. Some girls had their hair down, some had earrings in, some had it up, and I remember being asked by a teacher, 'Can you tie your hair up, please, Tillie?' So the teacher give me a very, very tiny hairband. I just remember saying, 'I can't do that.' So I then got in trouble for not being able to tie my hair up and having to miss PE, which was one of my favourite lessons. And I had to sit on a hill and watch everyone else play PE, like I'd done something wrong, like I was bad for having big hair. And feeling really, really sad.

I remember being at primary school and having another friend that was mixed race and her being a slightly darker skin tone to me, and constantly having to justify that I'm mixed race too. People wouldn't believe me, and it still happens now. My complexion is naturally quite lighter anyway. Everyone comes in different skin tones.

In terms of food, I love to eat English and Ghanaian food. But these are some of the Ghanaian foods that I like to eat. There is some plantain here, but these are actually the chip form, the crisp form, which are really good. Um, and also there's some chin chin here, which I absolutely love. And one thing that's fun to make in the kitchen is, er, fufu. That's always good. Er, fufu is an instant plantain. You dip in, er, a sauce and it's like, kind of a doughy texture and it's really nice with your food.

I remember my first trip to Ghana, walking down Jamestown, where my grandad's originally from, and seeing lots and lots of magical things. Goats roaming the streets, dogs roaming the streets, children playing, music ... You never see a goat walking down the street in Leeds. In England a lot of people know me as Tillie, but my Ghanaian name and birth name is Amatillie. And when I got to Ghana I instantly felt welcome when there's about five Amatillies walking down the street.

Having parents from different cultures definitely means a lot to me. The problems that I thought were a problem when I was six, for example, have definitely changed. I feel like I've accepted that I've got big hair and it's made me tougher and stronger and want to embrace where I'm from even more.

Task 1. Are the sentences true or false?

- | | |
|---|--------------|
| 1. Tillie lives in Leeds, in the north of England. | T / F |
| 2. Tillie's dad is English and her mum is Ghanaian. | T / F |
| 3. It's impossible for Tillie to tie her hair up with a small hairband. | T / F |
| 4. Tillie had to miss PE because she didn't have her sports clothes. | T / F |

5. Some people don't believe that Tillie is mixed race because she has a light complexion. **T / F**
6. Tillie likes eating plantain. **T / F**
7. She likes the fact that Jamestown in Ghana is different from Leeds. **T / F**
8. Tillie feels that she has the same problems as when she was six. **T / F**

Task 2. Complete the sentences with the following words: *culture, countries, originally, half, embrace, mixed race, skin tones, birth name.*

1. I'm Ghanaian.
2. Having two parents from different is really cool.
3. You get to experience two different cultures and create your own
4. I had to justify that I'm too.
5. Everyone comes in different
6. My grandad's from Jamestown.
7. In England a lot of people know me as Tillie, but my is Amatillie.
8. I want to where I'm from.

LESSON 2



(Source: 'The New Britain' report and its key findings | (hereandnow365.co.uk))

LEAD-IN

Discuss these questions with your groupmates:

1. Why are many people afraid of multiculturalism?
2. What problems does multiculturalism bring to a country?
3. Do you think the original culture of a society that has become multicultural like the change?
4. In a multicultural society, should newcomers do what they can to assimilate into the culture of their new country?

READING

Preparation

Study the meaning of the following words and expressions

research (n)	/rɪ'sɜ:tʃ, 'ri:sɜ:tʃ, \$ ɜ:r-/	1 serious study of a subject, in order to discover new facts or test new ideas 2 the activity of finding information about something that you are interested in or need to know about
survey (n)	/'sɜ:veɪ, \$'sɜ:r-/	a set of questions that you ask a large number of people in order to find out about their opinions or behaviour → poll
undermine (v)	/,ʌndə'maɪn, \$ -ər-/	to gradually make someone or something less strong or effective
reduction (n)	/rɪ'dʌkʃən/	a decrease in the size, price, or amount of something, or the act of decreasing something OPP increase
skilled (adj)	/skɪld/	someone who is skilled has the training and experience that is needed to do something well OPP unskilled
hold somebody to something		to make someone do what they have promised
public services		a service, such as transport or health care, that a government provides
housing (n)	/'haʊzɪŋ/	the houses or conditions that people live in
the NHS		(the National Health Service) the British system that provides free medical treatment for everyone, and is paid for by taxes
scale (n)	/skeɪl/	a system of numbers that is used for measuring the amount, speed, quality etc of something
rural (adj)	/'rʊərəl \$ 'rʊr-/	happening in or relating to the countryside, not the city OPP urban
lower (v)	/'ləʊə, \$ 'ləʊər/	to reduce something in amount, degree, strength etc, or to become less
decline (v)	/dɪ'klaɪn/	to decrease in quantity or importance
stoke (also stoke up)	/stəʊk, \$ stoʊk/	to cause something to increase
grievance (n)	/'gri:vəns/	a belief that you have been treated unfairly, or an unfair situation or event that affects and upsets you; file a grievance American English (=officially complain); settle a grievance (=solve one); redress/remedy a grievance formal (=do something to make a problem better)

Now read the article on the attitude of the British to immigrants and multiculturalism from The Guardian and answer the question:

1. How long was the study mentioned in the article conducted?
2. How many people took part in the survey carried out by ICM?
3. What does the study reveal?
4. Do a tiny or a large minority of Britons believe multiculturalism has undermined British culture?
5. How do you understand the collocation “a large minority”?
6. What do the British think about the government’s handling of immigration?
7. Is the UK population positive or negative about the impact of immigration on British culture?
8. What does half the population of the UK want to see?
9. Why are British people called “balancers” in the article?
10. What did panel discussions regularly reveal?
11. Where are people more positive about immigration? In large cities or rural areas?
12. What do the report’s authors call for?

Four in 10 think British culture is undermined by multiculturalism

Survey of UK attitudes to immigration reveals lack of trust in government’s approach

Robert Booth

Social affairs correspondent

Mon 17 Sep 2018 00.01 BST

A large minority of people in the UK believe multiculturalism has undermined British culture and that migrants do not properly integrate, according to some of the broadest research into the population’s attitudes to immigration.

The study, conducted over the last two years, also reflects widespread frustration at the government’s handling of immigration, with only 15% of respondents feeling ministers have managed it competently and fairly.

On balance, the UK population appears to be slightly more positive than negative about the impact of immigration; however, 40% of respondents agreed that having a wide variety of backgrounds has undermined British culture.

More than a quarter of people believe MPs never tell the truth about immigration and half the population wants to see a reduction in the numbers of low-skilled workers coming into Britain from the EU.

The study was based on a survey of 3,667 adults carried out in June by ICM, as well as 60 citizens’ panels carried out on behalf of the thinktank British Future and the anti-racism group Hope Not Hate.

“The lack of trust we found in the government to manage immigration is quite shocking,” said Jill Rutter, the director of strategy for British Future. “People want to

have their voices heard on the choices we make, and to hold their leaders to account on their promises. While people do want the UK government to have more control over who can come to the UK, most of them are ‘balancers’ – they recognise the benefits of migration to Britain, both economically and culturally, but also voice concerns about pressures on public services and housing.”

On a scale of one to 10, do you feel immigration has had a positive or negative impact on the UK, including your local community?

Mean score (10 is most positive)

Large city 6.19

Smaller city or large town 5.95

Medium town 5.63

Small town 5.58

Rural group 5.2

Overall UK 5.72

Source: Nationally representative ICM research

Panel discussions regularly revealed negative views about Islam, with participants repeatedly mentioning Rotherham and Rochdale, where child sex abuse scandals were uncovered among groups of Asian men.

However, 63% of people felt migrant workers supported the economy by doing the jobs British workers did not want to, and a similar number said they brought valuable skills for the economy and public services such as the NHS. Fifty-nine percent believed that the diversity brought by immigration has enriched British culture, but half said public services were under strain from immigration and that migrants were willing to work for less, putting jobs at risk and lowering wages.

The study found that people in large cities were the most likely to be positive about immigration, with scores declining as settlements became smaller, with rural residents the least positive.

“Immigration is a national issue, but people see it through a local lens,” said the report’s co-author Rosie Carter of Hope Not Hate. “Where people live, and their living conditions, makes a real difference – that includes the perceived impact of migration on their community, broader grievances about economic insecurity and levels of contact with migrants and ethnic minorities too.”

The report’s authors are calling for an official “national conversation” about immigration that would give people a chance to express their concerns “so anxieties are not driven underground or exploited by those seeking to stoke division”.

Source: [*Four in 10 think British culture is undermined by multiculturalism / Immigration and asylum / The Guardian*](#)

HOME ASSIGNMENT

Task 1. Study the collocations with the word “research” and translate the examples into Russian.

COLLOCATIONS

VERBS

do/carry out research (also **conduct research** *formal*)

The research was carried out by a team of scientists at Edinburgh University.

Little research has been conducted into the subject.

undertake research *formal* (=start or do research)

They are planning to undertake research into the genetic causes of the disease.

ADJECTIVES

scientific research

Our conclusions are based on scientific research.

medical research

The charity raises money for medical research.

historical research

This is a fascinating piece of historical research.

basic research (=the most important or most necessary area of research)

He wants to conduct basic research into the nature of human cells.

extensive research (=research that examines a lot of information and details)

Extensive research has proved the theory wrong.

painstaking research (=very careful and thorough research)

She spent years carrying out painstaking historical research.

pioneering research (=research that produces completely new information)

Watson did pioneering research on the long-term effects of dieting.

RESEARCH + NOUN

a research project/programme

The research project will be funded by the Medical Research Council.

research findings (=what is discovered by a piece of research)

He will present his research findings at the conference.

research work

Doctor Fox received world-wide acclaim for her research work on breast cancer.

a research team

The professor will head a research team working on the effects of climatic change on agriculture.

a research student

He supervised many research students.

a research grant (=money for doing research)

Have you applied for a research grant?

PHRASES

an area/field of research

This is a very exciting area of research.

a piece of research

A recent piece of research shows why marriages break up.

a body of research (=results from several pieces of research)

There is a large body of research which indicates that passive smoking causes cancer.

Task 2. Fill in the gaps with the following words and expressions (use them in appropriate forms): stoke, public service, rural, reduction, housing, lower, undermine, skilled, hold, the NHS, decline, file

1. The US was accused of _____ international efforts to combat global warming.
2. And now the Thatcher government threatens further _____.
3. _____ craftsmen, such as carpenters, are in great demand.
4. I'll ask him tomorrow.' 'OK, but I'm going to _____ you to that.'
5. Essential _____ are supported by property taxes.
6. The council is making a great effort to provide cheap _____ and more public facilities. •
7. Can I get my glasses on _____?
8. The authors point out that their study was done in a _____ area and results may differ with urban clients.
9. The Bundesbank is under pressure _____ interest rates.
10. After the war, the city _____ in importance.
11. The scandal has _____ public outrage
12. She _____ a grievance after failing to get a promotion.

Task 3. Translate from English into Russian.

1. The U.S. has agreed to an arms reduction proposal.
2. The committee will investigate ways of recruiting doctors and nurses for rural communities.
3. Local authorities and trade unions will need to respond to gratuitous fault finding and undermining of political leadership.
4. The company is fortunate to have such highly skilled workers.
5. Hundreds of students are still looking for housing near campus. •
6. Investment in housing, transport, education and social services would have risen with a Labour victory.
7. The union decided to settle its grievance in the law courts.
8. Spending on information technology has declined.
9. Car sales have declined by a quarter.
10. Governments which have not redressed genuine grievances often pay a heavy price later on.

LESSON 3

LEAD-IN

Discuss these questions with your groupmates:

1. What images spring to mind when you hear the word 'racism'?
2. In which country do you think racism is worst?
3. Why are people racist?
4. What's the best way to stamp out racism?
5. What adjectives would you use to describe racism?

VOCABULARY

ra·cis·m /'reɪsɪzəm/ ●●○ **noun** [uncountable]

1 unfair treatment of people, or violence against them, because they belong to a different race from your own

The government has promised to continue the fight against racism.
the problem of racism in schools

2 the belief that some races of people are better than other races

rac·ist /'reɪsɪst/ ●○○ **noun** [countable] someone who believes that people of their own race are better than others, and who treats people from other races unfairly and sometimes violently – used to show disapproval

He denied being a racist.

racist adjective

the victim of a racist attack

racist violence

racist remarks

ra·cial /'reɪʃəl/ ●●○ **adjective**

1 [only before noun] relating to the relationships between different races of people who now live in the same country or area

a victim of **racial discrimination**

This part of the community needs to be protected from **racial prejudice**.

evidence of **racial harassment**

the campaign for **racial equality**

the need for tolerance and **racial harmony**

2 relating to the various races that humans can be divided into

a broad range of racial and ethnic groups

people of different **racial origin**

racially adverb

They live in a **racially mixed** area.

Police officers believe the attack was **racially motivated**.

COLLOCATIONS

NOUNS

racial discrimination (=when particular races of people are treated unfairly)

We found no evidence of racial discrimination.

racial equality (=when people of all races have the same rights and advantages)

We are firmly committed to achieving racial equality.

racial prejudice (=unreasonable bad opinions of someone based on their race)

He claimed that his opponents were motivated by racial prejudice.

racial hatred (=hatred of people based on their race)

He was prosecuted for inciting racial hatred.

racial harassment (=threatening behaviour towards someone of another race)

The court case increased public awareness of sexual and racial harassment in the workplace.

racial tension (=bad feelings between people of different races, which could develop into violence)

His arrest is likely to heighten racial tensions.

racial violence

We can't rest until there is no more racial violence.

racial harmony (=when people of different races live or work together and trust each other)

Dr King's dream of racial harmony has never been fully realized.

racial segregation (=when people of different races are kept apart and forced to live, work etc separately)

The 1964 Civil Rights Act prohibited racial segregation in public buildings.

racial abuse (=insulting remarks based on someone's race)

Their children had begun to face racial abuse on the streets and in school.

a racial attack

He was the victim of a racial attack.

Word family (noun) **discrimination**, (adjective) **discriminatory**, (verb) **discriminate**

From Longman Dictionary of Contemporary English

di·scrim·i·nate /dɪ'skrɪməneɪt/ ●○○ **verb**

1 [intransitive] to treat a person or group differently from another in an unfair way
discriminate against

Under federal law, it is illegal to discriminate against minorities and women.

discriminate on the grounds/basis of something

It was found that the company still discriminated on the basis of race in promotions.

2 [intransitive, transitive] to recognize a difference between things **SYN differentiate**
discriminate between

Newborn babies can discriminate between a man's and a woman's voice.

discriminate something from something

the process of learning to discriminate fact from opinion

di·scrim·in·a·to·ry /dɪ'skrɪmənətəri, \$ -tɔ:ri/ **adjective** treating a person or a group of people differently from other people, in an unfair way
discriminatory hiring practices

di·scrim·i·na·tion /dɪ'skrɪmə'neɪʃən/ ●●○ **noun** [uncountable]

1 the practice of treating one person or group differently from another in an unfair way

laws to prevent discrimination

discrimination against

widespread discrimination against older people in the job market

discrimination in favour of

discrimination in favour of university graduates

racial/sex/religious etc discrimination (=treating someone unfairly because of their race, sex etc)

2 the ability to recognize the difference between two or more things, especially the difference in their quality

shape discrimination

Task 1. Listen and fill in the gaps. <https://listenaminute.com/r/racism.html>

Racism _____ around the world, but it isn't. I think _____. It really is one of the worst things in the world. It's totally illogical and disgusting. _____ someone because of the colour of their skin. I know many horrible people _____ skin colour and many beautiful people with different skin colours. I remember at school _____ said to someone. I felt sorry for him. He was the only non-white person in the whole school. I never understood where the hate came from. Racism never _____ positive. Accepting people from other races, and religions and cultures, can only _____ to the world. I hope my grandchildren _____ world.

Task 2. What forms of racism exist in the areas? How can we reduce this? Complete this table with your partner(s). Change partners often and share what you wrote.

	<i>Forms of Racism</i>	<i>How We Reduce It</i>
Education		
Government		
Police		
Courts		
Jobs		
The streets		

READING

‘Crude racism’ fuelled by Tory rejection of multiculturalism, says Lord Parekh

Exclusive: Author of report that shaped New Labour race policy praises Azeem Rafiq’s courage for speaking out

Aamna Mohdin

Community affairs correspondent

Fri 19 Nov 2021 15.12 GMT

The rejection of multiculturalism by successive governments has helped fuel “vulgar racism” of the kind experienced by **Azeem Rafiq**, according to the lead author of a seminal report.

Bhikhu Parekh, the former chair of the Commission on the Future of Multi-Ethnic Britain, said he was deeply disturbed by the former cricketer’s testimony. Lord Parekh’s report, published in 2000 as part of a commission established by the Runnymede Trust, shaped much of New Labour’s policy on multiculturalism, with the then home secretary, Jack Straw, heralding it as “the most important contribution to the national debate on racial discrimination for many years”.

On Tuesday, **Rafiq told the digital, culture, media and sport select committee** that phrases such as the P-word, “elephant washers” and “you lot” were commonplace and that players of colour were referred to as “Kevin”. He added that as a 15-year-old at Barnsley Cricket Club he had wine poured down his throat, despite this going against his Muslim faith.

The testimony **plunged English cricket into crisis**.

Parekh, a Labour peer who served as president of the Academy of Social Sciences from 2003 to 2008, said: “What we are witnessing is the crudest form of racism that you could ever imagine.”

He added: “England has changed quite a bit as a result of Asian presence and black presence. Look at music, drama, theatre, corner shops opening late, family values, all of these things have changed British culture. And likewise, Asians have changed as a result of British culture. Those who do not want to accept it resort to this kind of vulgar racism.”

Parekh was speaking 10 years after David Cameron’s first major speech as prime minister on the issue, in which he denounced multiculturalism. His sentiments were echoed by Angela Merkel and other political leaders at the time, and were a major departure from the new Labour approach to diversity.

When asked if there was a link between people rejecting multiculturalism and the racist abuse of the sort experienced by Rafiq, Parekh said he thought so, but “not a direct link, as I can imagine people being one but not the other. I can easily see how it is easy to slide from one manner of thinking into the other.”

He said people attacked multiculturalism without understanding what it meant. “They took it in a very crude way to mean that each culture is self-sufficient. It cannot be criticised by standards drawn from another culture and each culture therefore is sacrosanct and beyond criticism; therefore it has certain rights which the state should give it. Nobody in their right mind has ever advocated for this.”

Parekh, who has written extensively on rethinking multiculturalism, added: “What we mean by multiculturalism is that no culture is perfect. Every culture is defective, it has to learn from others and therefore we want to encourage dialogue between different cultures, where each can learn to be critical of itself and learn also from the treasures of other cultures. It is the process of mutual learning.”

He criticised the government for failing to issue a strong statement attacking racism. “No firm lead has been given on race. You need a clear policy on promoting equality, fighting discrimination and disadvantages. I don’t see any such policy.”

He said the government’s **report into racial disparities in the UK**, published earlier this year, was disappointing because it failed to get to the root of many of the problems ethnic minorities faced today.

Parekh said that while he was a little surprised that racism continued to plague different sections of society, “at the same time ... the changes that have come about the last 20 years have been absolutely remarkable. Look at the number of MPs, not only from different ethnic minority groups, but also Muslims, Hindus and others.”

He would not call Britain a racist society, he said, but one trying to fight and conquer, with uneven success, the legacy of its imperial past.

When it came to racial equality, he did not believe the UK had gone backwards, “but it has gone one step and then stopped”. “I would say that this country has made some progress. But let us remember it is a country which has been slowly, slowly dragged into the new world. And we must therefore not be too impatient.”

The national conversation on race had developed significantly in the past two decades, he said. “I think I will say that on the question of race there is a greater acknowledgment that it hurts people deeply, it is the worst form of treatment you can mete out to a human being. It exists in Britain and it should be eliminated. I think that is accepted.” That was only “halfheartedly” accepted 20 years ago, he added.

“That change is largely possible because of testimonies like Rafiq’s,” Parekh said. “For a matter to become the subject of a public debate, there has to be some courageous players who are prepared to come out and talk about it.”

Source [*‘Crude racism’ fuelled by Tory rejection of multiculturalism, says Lord Parekh | Race | The Guardian*](#)

HOME ASSIGNMENT

Follow the link and read the text on racism in Britain. Render the text in English.
[**https://www.theguardian.com/world/2020/jul/16/racism-in-the-uk-still-rife-say-majority-of-britons**](https://www.theguardian.com/world/2020/jul/16/racism-in-the-uk-still-rife-say-majority-of-britons)

LESSON 4

LEAD-IN

Discuss these questions with your groupmates:

1. Do you think racism will ever disappear from this world?
2. What is worse, racism, sexism or xenophobia?
3. What kind of world would it be if there was no racism?
4. Have you ever been the victim of racism?
5. What do you know about BLM movement?

LISTENING

<https://breakingnewsenglish.com/2006/200608-black-lives-matter-1.html>

Listen and fill in the gaps.

Black Lives Matter protests take place worldwide

8th June, 2020

Black Lives Matter protests (1) _____ the world after the death two weeks ago of George Floyd, (2) _____ handcuffed black man. Protestors in many cities around the world marched (3) _____. They held signs with the words, "Black Lives Matter" and other (4) _____ them. Many people wore T-shirts with the words "I can't breathe," "No justice, no peace," and "Silence is violence". In Ottawa, Canada's Prime Minister Justin Trudeau (5) _____-racism demonstration. He took the knee alongside thousands of other people who silently got down on one knee. Similar protests have taken place in Australia, Mexico, South Korea, Poland, Norway and many other countries (6) _____ equality.

Protestors told journalists (7) _____ the Black Lives Matter marches. A primary school teacher in London said: "I have come down in support of black people who have (8) _____ for many, many, many, many, years. It is time for change." An IT specialist said: "We are (9) _____. There should be fairness for all of us." She added that Black Lives Matter doesn't mean anyone else's life doesn't. A 21- year-old Londoner stressed the (10) _____. He said: "There are a lot of uncomfortable conversations that people (11) _____...but, they're conversations that need to be had if...we want to finally create a kind of society where black bodies (12) _____."

Task 1. Are the sentences true (T) or false (F).

- | | |
|---|--------------|
| 1. The article said protestors marched in every city in the world. | T / F |
| 2. Protestors wore T-shirts with the words "Silence is violence" on them. | T / F |
| 3. Canada's Prime Minister took the knee with other protestors. | T / F |
| 4. The article says protests took place in North and South Korea. | T / F |
| 5. A university teacher told reporters why he joined the marches. | T / F |
| 6. A specialist in information technology called for fairness for all. | T / F |
| 7. A man in his late teens stressed the need for dialogue. | T / F |
| 8. The man said we should not avoid conversations about race. | T / F |

Task 2. Match the following synonyms. The words in bold are from the news article.

- | | |
|-----------------------|--|
| 1. protests | |
| 2. held | |
| 3. justice | |
| 4. alongside | |
| 5. support | |
| 6. ill-treated | |
| 7. time | |
| 8. all | |
| 9. dialogue | |
| 10. treated | |
| a. abused | |
| b. next to | |
| c. everyone | |
| d. clutched | |
| e. behaved toward | |
| f. conversation | |
| g. demonstrations | |
| h. backing | |
| i. the moment | |
| j. fairness | |

Task 3. PHRASE MATCH: (Sometimes more than one choice is possible.)

1. Black Lives Matter protests have spread
2. an unarmed and handcuffed
3. He took
4. Similar protests have taken
5. in support
6. black people who have
7. We are all human
8. There should be fairness for
9. stressed the need

10. they're conversations that

- a. been ill-treated
- b. of equality
- c. need to be had
- d. black man
- e. for dialogue
- f. beings
- g. all of us
- h. around the world
- i. the knee
- j. place in Australia

Task 4. Answer the questions on the text above.

1. Where did the article say people marched?
2. What did protestors wear that had words and slogans on them?
3. What did a slogan say was "violence"?
4. In what city did Canada's leader take the knee?
5. How many other people took the knee next to Justin Trudeau?
6. Who told journalists he joined the protests in support of black people?
7. Who said: "We are all human beings?"
8. What did a 21-year-old say there was a need for?
9. What did the 21-year-old say people were avoiding?
10. Who did the 21-year-old say needed to be treated equally?

SPEAKING

Task 1. Discuss the questions with your groupmates

1. Would you join a Black Lives Matter protest?
2. What do you think of the 'No justice, no peace' slogan?
3. Do you think that 'silence is violence'?
4. Why is there so much racism in the world?
5. What experiences of racism have you felt or
6. experienced?
7. Why is it that young children are not racist?
8. What do you think about the Black Lives
9. Matter movement?
10. What can we do to end racism?
11. Why are people so afraid of someone with a different skin colour?
12. What harm does racism do to society?
13. What questions would you like to ask a racist?

Task 2. Rank these with your partner. Put the best ways to protest at the top. Change partners often and share your rankings.

- Street marches
- Petitions
- Writing to politicians
- Websites and blogs
- Sit-ins
- Labour strikes
- Boycotts
- Vigils

Task 3. Role play

Role A – Street Marches

You think street marches are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): petitions, boycotts or letters to politicians.

Role B – Petitions

You think petitions are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): street marches, boycotts or letters to politicians.

Role C – Boycotts

You think boycotts are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): petitions, street marches or letters to politicians.

Role D – Letters to Politicians

You think letters to politicians are the best way to protest. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least effective of these (and why): petitions, boycotts or street marches.

HOME ASSIGNMENT

‘Speak out to make a change’

In this video, two young people talk about the racism they’ve faced and how they want things to change in the future.

[‘Speak out to make a change’ | LearnEnglish Teens \(britishcouncil.org\)](https://www.britishcouncil.org/learnenglish-teens/speak-out-to-make-a-change)

Tasks

Do the preparation task first. Then watch the video and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary Definition

1. to spread awareness
 2. yelling
 3. respectful
 4. a protest
 5. the cops
 6. to sign a petition
 7. on multiple occasions
 8. running the place
-
- a) the police (informal)
 - b) showing politeness to or admiration for someone
 - c) in charge of or organising something
 - d) shouting
 - e) many times
 - f) to share understanding that something exists
 - g) an organised event where people show publicly that they disagree with something, often by standing or walking together, carrying signs, singing and shouting, etc.
 - h) to write your name on a document signed by a large number of people to ask for change from the government or another authority

Transcript

Presenter: Some people in America have said that when they're growing up, they often have a talk with their parents or older family members about what to do if you are stopped by the police. What types of things have you been taught to do?

Young man: Don't make any sudden movements, because they might think that you're, like, reaching for a gun or something. Erm, and just like to be totally complicit with them. But that's the thing that, like, um, really got to me about the recent killings is that they were doing everything the cops asked them to and being totally respectful. But they were still killed for no reason.

Young woman: Having to have these types of conversations, it's not fair, it's not. But I think that it's really important that all, all black kids, or every kid in America should have these kinds of conversations because it's, it's the reality of the world that we live in.

Young man: One time when I was, like, eight, I think, I was attacked by a kid who threw a rock at my head and then I screamed at him so he started crying. But then the people who were running the place grabbed me and started yelling at me, telling me I did something to him and things like that. I've also been called the 'n' word on multiple occasions.

Young woman: I was in kindergarten and kids would ask me why my skin was so dark. I remember coming home and asking my mom the same question 'cause I didn't understand.

Presenter: What can people do to help to make things more equal?

Young man: You can spread awareness, you can go to protests, sign petitions ...

Young woman: I think informing people and telling them this is a real issue that people are trying to fight every day. And to fix the law systems and make them more fair for people of colour.

Presenter: If things don't change, how do you see your life going as a young black person in America?

Young man: I will continue to fight until I see change. You cannot put a price on a human life. And if people continue to die for no reason, I will continue to fight until that changes. Everybody has a voice, you can make a difference, and we need everybody to speak out to make a change.

© BBC

Task 1 Write a number (1–6) to put the ideas in the order that you hear them.

- The young man's ideas about the future
- Talking to young people about the reality
- What people can do for racial equality
- Advice for young black people about the police
- The young man's experiences of racism
- The young woman's experiences of racism

Task 2 Are the sentences true or false?

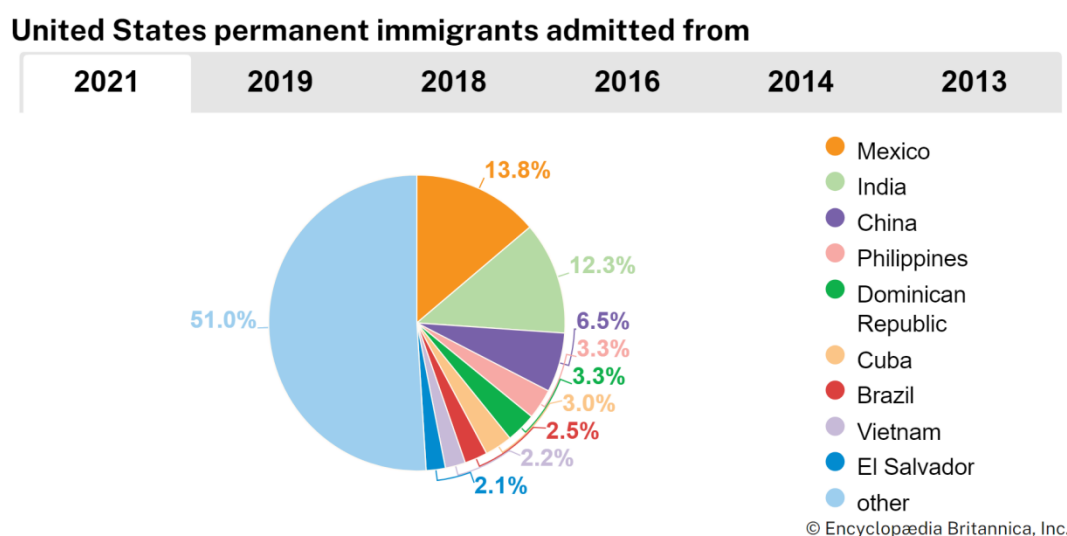
1. The young man has been taught that if the police stop you, you should stay still and do what they say. **T / F**
2. The young man says people have died because they ignored the advice. **T / F**
3. The young woman thinks people should talk to children about these issues. **T / F**
4. The young man has experienced racism from children and adults. **T / F**
5. The young woman says no one talked about her skin colour until she was a teenager. **T / F**
6. The young man suggests different ways for people to ask for change. **T / F**
7. The young woman thinks people need to do what the law says. **T / F**
8. The young man wants everybody to speak out about racism. **T / F**

UNIT 7. INTEGRATING IMMIGRANTS INTO SOCIETY: HISTORIC AND CONTEMPORARY ISSUES

LESSON 1

LEAD-IN

Study the diagram on immigration to the USA and discuss the data with your groupmates.



From Longman Dictionary of Contemporary English

Word family

(noun) **immigration** ≠ **emigration**

(noun) **immigrant** ≠ **emigrant**

(verb) **immigrate** ≠ **emigrate**

im·mi·grate /'imigreɪt/

to come into a country in order to live there permanently

His father and mother immigrated when he was two.

em·i·grate /'emigreɪt/ ●○○ **verb [intransitive]**

to leave your own country in order to live in another country

emigrate to/from

He emigrated to Australia as a young man.

emigration /,emɪ'greɪʃən/ **noun [countable, uncountable]**

mi·grate /maɪ'greɪt \$ 'maɪgreɪt/

if people migrate, they go to live in another area or country, especially in order to find work

Word family

(noun) **migration, migrant**, (adjective) **migratory**

mi·grant /'maɪgrənt/

1 someone who goes to live in another area or country, especially in order to find work
migrant worker/labourer

A lot of factory work is done by migrant workers.

economic migrant (=someone who goes to live in another country because they are likely to find a better job there)

COLLOCATIONS

MIGRANT + NOUN

a migrant worker

The strawberries are picked by migrant workers.

migrant labourer British English,

migrant laborer American English

The centre houses 50 migrant labourers.

migrant labour British English,

migrant labor American English (=work done by migrants)

Many farms rely on migrant labour.

a migrant population (=the migrants who live in a particular place)

The town has a large migrant population.

the flow of migrants (=the movement of people to or from a place)

the increasing flow of migrants into California

an influx of migrants (=the arrival of people in a particular place)

The growth of towns was due to an influx of migrants from the villages.

ADJECTIVES

an illegal migrant

Thousands of illegal migrants were caught trying to cross the sea to England.

an economic migrant (=someone who goes to another country to find a better job)

They are economic migrants, escaping terrible poverty in their home country.

a rural migrant (=someone who moves from a country area to a city)

Rural migrants end up in the slums of Brasilia.

a new/recent migrant

Some of the recent migrants have returned to their homes as the fighting finished.

VERBS

a migrant comes from/to a place

A majority of the migrants had come from this region.

attract migrants (=make migrants want to come to a place)

The settlement attracted new migrants and it expanded quick

Task 1. Match the words with their definitions.

• an influx of migrants	1. to come into a country in order to live there permanently
• to immigrate	2. to leave your own country in order to live in another country
• to migrate	3. to go to live in another area or country, especially in order to find work
• to discriminate	4. the arrival of people in a particular place
• race	5. someone who moves from a country area to a city
• racial equality	6. one of the main groups of people in the world, who have the same colour of skin and other physical features
• a rural migrant	7. a group of people of the same race, nation, or tribe
• affirmative action	8. when people of all races have the same rights and advantages
• to emigrate	9. to treat a person or group differently from another in an unfair way
• ethnic group	10. The practice of giving a particular number of jobs, places at university etc to people who are often treated unfairly because of their race, sex etc

Task 2. Fill in the gaps with the following words: *race, immigration, diversity, tolerance, safety, discrimination, harassment, ethnic, minority, inequality*

- The study shows that large _____ still exist between men and women.
- In the large cities of Africa, where different _____ groups with many different languages are thrown together, people communicate in English or Swahili.
- They managed to reform American law, and ban racial and religious _____ in housing, schools, and the workplace.
- Los Angeles has always demonstrated a remarkably high _____ for spiritual innovators, political cranks, and religious eccentrics.
- The federal government has sole responsibility to enforce _____ laws, including the prevention of illegal entries into the United States.
- People from ethnic _____ often face prejudice.
- African-Americans have been complaining about police _____ for years.
- The police must put public _____ first.
- The Ivory Coast is a country of great religious _____. People of various religious views live there side by side.
- The law forbids discrimination on the grounds of _____ or religion.

READING

Discuss these questions with your groupmates and give your own definition of immigration:

1. What comes to mind when you hear the word 'immigration'?
2. What are the benefits of immigration?

3. Has immigration around the world been successful?
4. Does immigration mean creating cosmopolitan societies?

Study the meaning of the words from the article:

citizen	/ˈsɪtɪzən/	1 someone who lives in a particular town, country, or state 2 someone who legally belongs to a particular country and has rights and responsibilities there, whether they are living there or not → national
increase	/ɪnˈkriːs/	if you increase something, or if it increases, it becomes bigger in amount, number, or degree OPP decrease, reduce
exclusion	/ɪkˈskluːʒən/	when someone is not allowed to take part in something or enter a place OPP inclusion
amalgamation	/əˌmælgəˈmeɪʃən/	the result of amalgamating; mixture, blend, merger, etc.
coherent	/kəʊˈhɪərənt, \$ kəʊˈhɪr-/	if a piece of writing, set of ideas etc is coherent, it is easy to understand because it is clear and reasonable
allegiance	/əˈliːdʒəns/	Loyalty to a leader, country, belief etc
asylum	/əˈsaɪləm/	Protection given to someone by a government because they have escaped from fighting or political trouble in their own country

Now read the article on “immigration” from *Encyclopaedia Britannica* and compare your ideas of the phenomenon with the ones given in the text.

Immigration

Written by Sarah Parry

Fact-checked by The Editors of Encyclopaedia Britannica

Last Updated: Sep 7, 2023

immigration, process through which individuals become permanent residents or citizens of another country. Historically, the process of immigration has been of great social, economic, and cultural benefit to states. The immigration experience is long and varied and has in many cases resulted in the development of multicultural societies; many modern states are characterized by a wide variety of cultures and ethnicities that have derived from previous periods of immigration.

In the post-World War II period, immigration was largely the result of the refugee movement following that war and, during the 1950s and '60s, the end of colonization across Asia and Africa. Immigration from these areas to former imperial centres, such as the United Kingdom and France, increased. In the United Kingdom, for example, the 1948 British Nationality Act gave citizens in the former colonial territories of the Commonwealth (a potential figure of 800 million) the right of British nationality.

Immigrants and guest workers played a vital role in the rebuilding of Europe's infrastructure after World War II by working in heavy industry, in health services, and

in transport. However, they suffered discrimination, which contributed in some countries to the isolation of ethnic groups and minority communities. Some states attempted to deal with the social exclusion of immigrants by limiting future immigration, whereas others approached it with a more-inclusive “melting pot” focus on the amalgamation of diverse cultures into one coherent understanding of citizenship. This approach has been integral to the notion of citizenship in the United States, where immigrants taking U.S. citizenship swear allegiance to their new place of residence. Critics of this approach highlight the assimilation of diverse cultures and the repression of difference in the name of the state. Immigration is therefore closely related to citizenship and the social and political rights to which citizens of a state are entitled.

States maintain control of their borders and therefore are able to monitor and determine the number of immigrants who are able to remain permanently. This can vary across states, and in some areas borders are more open than in others. In 1985, for example, European states signed an agreement in Schengen, Luxembourg, to end internal border checkpoints and controls, and subsequent European Union (EU) immigration and asylum law was agreed to by the European Council in Tampere, Finland, in 1999. EU law states that European Economic Area (EEA) nationals are given the right to live and work (right of residence) in other member states. In many states this entitles newly arrived immigrants to public services (housing and social services, for example). In the United States the mechanism for selecting legal immigrants is complex, but all legal immigration flows have at least three components: family (spouses, parents, or children of U.S. citizens), employment (many different categories, including unskilled workers and investors), and humanitarian (including refugees and asylum seekers).

Source: [*Immigration / Definition, History, & Facts / Britannica*](#)

Comprehension questions:

1. Why are many modern states characterized by a wide variety of cultures and ethnicities?
2. Why did the refugee movement increase in the 1940s?
3. What was the reason for the immigration to the UK and France from Asia and Africa during the 1950s and '60s?
4. Who got the right of British nationality in 1948?
5. How did immigrants and guest workers play a vital role in the rebuilding of Europe's infrastructure after World War II?
6. How did different countries try to deal with the social exclusion of immigrants?
7. Why is “melting pot” approach to the social exclusion of immigrants criticized?
8. Which agreement ended internal border checkpoints and controls in Europe?
9. Which components do all legal immigration flows in the USA have?

LESSON 2

LEAD-IN

Discuss these questions with your groupmates:

1. What springs to mind when you hear the word “refugee”?
2. Why are there so many refugees today?
3. What was the last story about refugees you read about?
4. Should all countries have to accept and help refugees?
5. What do you think it's like to be a refugee?

LISTENING

Listen and fill in the gaps.

<https://breakingnewsenglish.com/1606/160622-displaced-people-1.html>

U.N. says refugee numbers at record level 22nd June, 2016

Last year was the (1) _____ record for the number of people who became refugees. The United Nations (U.N.) said that in 2015, over 65.3 million people were (2) _____ their home or country. This is an (3) _____ five million from 59.5 million over the previous year. The 2015 figure is a 50 per cent increase from five years ago. It also means (4) _____ 113 people on the planet is now a refugee, an asylum seeker or someone displaced in their own country. The U.N. reported that: "Twenty-four people are displaced every minute." It added that (5) _____ the forcibly displaced are refugees in their own country." The figures come from the "Global Trends" (6) _____ World Refugee Day on June the 20th.

The U.N. said the (7) _____ the record number of refugees in 2015 is war. Fighting in Syria, Afghanistan, Burundi and South Sudan has (8) _____ number of refugees. Half of them are children. The U.N. said more than 98,000 (9) _____ in 2015 were made by unaccompanied children. This is the highest number ever seen. The U.N. added that: "(10) _____ the forcibly displaced are [from] poor or middle income countries." Many of them are escaping from wars only to face big problems at borders. These include (11) _____ Europe, tougher laws against immigration and xenophobia. The U.N. said the only way to overcome the problem is, "political action (12) _____".

Task 1. Are these statements true (T) or false (F)?

- | | |
|--|--------------|
| 1. Over 100 million people became refugees in 2015. | T / F |
| 2. One in 113 people on Earth is a refugee, asylum seeker or is displaced. | T / F |
| 3. Twenty-four people are forcibly displaced every minute. | T / F |
| 4. World Refugee Day was on the 20th of June. | T / F |
| 5. The biggest reason for the record number of refugees is famine. | T / F |
| 6. Over 198,000 unaccompanied children applied for asylum in 2015. | T / F |
| 7. Ninety per cent of the forcibly displaced were very poor. | T / F |
| 8. Refugees had the problem of people fearing or disliking them. | T / F |

Task 2. Comprehension questions:

1. How many people had to leave their home in 2015?
2. How many more people had to leave their home in 2015 than in 2014?
3. What is the 2015 figure 50% higher than?
4. How many people are displaced every minute?
5. When is World Refugee Day?
6. What is the biggest reason for the record number of refugees?
7. How many unaccompanied children made asylum requests in 2015?
8. How many of the forcibly displaced are from poor or middle income nations?
9. Where do refugees face problems after they escape from wars?
10. What did the UN say was the only way to get over the problem?

Task 3. MULTIPLE CHOICE – QUIZ

- 1) How many people had to leave their home in 2015?
a) 65.3 million people
b) 56.3 million
c) 63.5 million
d) 53.6 million
- 2) How many more people had to leave their home in 2015 than in 2014?
a) around 500,000
b) exactly 15 million
c) over 5,000,000
d) more than 50 million
- 3) What is the 2015 figure 50% higher than?
a) the number of soldiers in the world
b) the figure for 5 years ago
c) the population of Syria
d) estimates for 2017
- 4) How many people are displaced every minute?
a) 24,000
b) 2,400

- c) 240
 - d) 24
- 5) When is World Refugee Day?
- a) June 20
 - b) June 21
 - c) June 19
 - d) June 22
- 6) What is the biggest reason for the record number of refugees?
- a) religion
 - b) idiotic leaders
 - c) famine
 - d) war
- 7) How many unaccompanied children made asylum requests in 2015?
- a) exactly 98,000
 - b) over 98,000
 - c) around 89,000
 - d) exactly 89,000
- 8) How many of the forcibly displaced are from poor or middle income nations?
- a) 87%
 - b) 88%
 - c) 89%
 - d) 90%
- 9) Where do refugees face problems after they escape from wars?
- a) in immigration centres
 - b) on trains
 - c) at borders
 - d) in camps
- 10) What did the UN say was the only way to get over the problem?
- a) hold talks
 - b) political action
 - c) more armies
 - d) money

Task 4. Number these lines in the correct order.

() The U.N. said the biggest reason for the record number of refugees in 2015 is war. Fighting in Syria,

() children. The U.N. said more than 98,000 asylum requests in 2015 were made by unaccompanied children. This

() is the highest number ever seen. The U.N. added that: "Ninety per cent of the forcibly displaced are [from] poor

() their own country. The U.N. reported that: "Twenty-four people are displaced every minute." It added that two-

() from the "Global Trends" report marking World Refugee Day on June the 20th.

() borders. These include walls and fences in Europe, tougher laws against immigration and

() or middle income countries." Many of them are escaping from wars only to face big problems at

() (U.N.) said that in 2015, over 65.3 million people were forced to leave their home or country. This is an increase

(**I**) Last year was the worst year on record for the number of people who became refugees. The United Nations

() ago. It also means that one in every 113 people on the planet is now a refugee, an asylum seeker or someone displaced in

() xenophobia. The U.N. said the only way to overcome the problem is, "political action to stop conflicts".

() thirds of the forcibly displaced are refugees in their own country." The figures come

() Afghanistan, Burundi and South Sudan has created the largest number of refugees. Half of them are

() of over five million from 59.5 million over the previous year. The 2015 figure is a 50 per cent increase from five years

DISCUSSION

How can the following help refugees?

Complete this table with your partner(s). Share what you wrote.

	What can they do?	Would they do it?	Why (not)?
Leaders of countries at war			
Neighbouring countries			
The United Nations			

LESSON 3

LEAD-IN

Rank these with your partner. Put the things that would help those in refugee camps most at the top. Change partners often and share your rankings.

- Internet access
- advice
- language lessons
- clothes
- contact with embassy staff
- community centres
- medicine
- blankets

READING

Task 1. Study the new vocabulary:

vulnerable	/ˈvʌlnərəbəl/	someone who is vulnerable can be easily harmed or hurt OPP invulnerable
emergency	/ɪˈmɜːdʒənsi, \$ -ɜːr-/	(plural emergencies) an unexpected and dangerous situation that must be dealt with immediately
ache	/eɪk/	if part of your body aches, you feel a continuous, but not very sharp pain there SYN hurt
stab	/stæb/	to push a knife into someone or something → stabbing
meningitis	/ˌmenɪnˈdʒaɪtɪs/	A serious illness in which the outer part of the brain becomes swollen
chaos	/ˈkeɪ-ɒs, \$ -ɑːs/	a situation in which everything is happening in a confused way and nothing is organized or arranged in order
witness	/ˈwɪtnəs/	to see something happen, especially a crime or accident
minor	/ˈmaɪnə, \$ -ər/	law someone who is below the age at which they become legally responsible for their actions
wound	/wuːnd/	an injury to your body that is made by a weapon such as a knife or a bullet
queue	/kjˈuː/	When people queue, they stand in a line waiting for something.
unconscious	/ʌŋkˈɒŋʃəs/	Someone who is unconscious is in a state similar to sleep, usually as the result of a serious injury or a lack of oxygen.
hubbub	/ˈhʌbʌb/	a noise made by a lot of people all talking or shouting at the same time
resilience	/rɪˈzɪljəns/	the ability to recover strength, spirits, good humor, etc. quickly
finite	/faɪnaɪt/	Something that is finite has a definite fixed size or extent

implode	/impl'oud/	If something such as an organization or a system implodes, it suddenly ends completely because it cannot deal with the problems it is experiencing
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Task 2. Read the text and answer the questions:

1. Where is the Moria refugee camp situated?
2. How many people stay in the Moria refugee camp?
3. How many people was the refugee camp constructed for?
4. How many weeks has the narrator spent at the camp?
5. What does the narrator do at the camp?
6. What are the working hours of the portable cabin clinic where the narrator does her volunteering?
7. What do refugees want to speak to doctors of the portable clinic about?
8. What is the percentage of children at the refugee camp?
9. How do refugees live in the camp?
10. Why do women and minors choose to wear nappies at night?
11. What do “red” patients suffer from?
12. What do “yellow” patients suffer from?
13. What kind of treatment do “green” patients need?
14. What languages do the refugees in the Moria camp speak?
15. Which countries are the doctors who work at the camp clinic from?
16. How many patients can they see a day?
17. Which countries are the refugees who do the translation at the clinic from?
18. Why did the narrator tell about the Moria refugee camp?

A doctor's story: inside the 'living hell' of Moria refugee camp

After a week in which riot squads clashed with crowds of migrants, one medic gives a harrowing account of life volunteering in Greece's infamous holding facility

by Annie Chapman

Sun 9 Feb 2020 09.05 GMT

On the Greek island of Lesbos is the Moria refugee camp, constructed for 3,100 people but now with a population of more than 20,000 men, women and children. It has become a place of violence, deprivation, suffering and despair. I am a doctor from London and I have just spent three weeks working for the **Boat Refugee Foundation (BRF)**. This was my third time there – and my most shocking.

BRF is the only emergency medical provider for the entire camp between the evening hours of four and 11. These thousands of vulnerable people spill out into the surrounding olive groves in makeshift tents, which are elevated on wooden palettes to try to prevent the cold from the freezing ground seeping into their tired, aching bodies.

Most of them have made a treacherous journey to come to this unsafe place; 40% of them are children. Without BRF, I know many would have died every day in the three short weeks I was there: adults – both men and women – from violent stabbings that are stabilised by medics trained briefly in “stop the bleed”; children from a new outbreak of meningitis whose fevers spike at night in their tents; vulnerable women in labour; four-day-old babies sleeping in freezing tents.

I kept a diary of the cases I saw, thinking it would be cathartic after the chaos to read through one or two major incidents, for personal processing purposes. Little did I know how much the events from just one day would catch in my throat on re-reading. And the next day, and the next. I want to tell you about one day in the life of the little portable cabin clinic where I worked. I am the narrator of the stories of the people still there; this is not about me.

People queue outside the wire-fenced cabin for hours before the clinic opens at four, hoping to be able to speak to a doctor about their child’s rash, their pregnancy-related abdominal pains, their hallucinations and flashbacks from witnessed violence, their sleep disturbance, their itch from having to wear nappies at night for fear of having to go to the toilet in the pitch-black camp. There has been no reliable electricity in the camp for more than two-and-a-half months now (with 20,000 people trying to use a grid made for 3,000, it constantly trips and cannot be relied upon for any period of time), and the threat of violence and sexual violence is incredibly high. Women and minors largely choose to wear nappies to avoid having to leave their tents after the sun goes down.

They come with infected wounds that need cleaning and bandaging; they have minimal access to clean water out in the olive grove areas. They come with the infamous “Moria flu” and a whole range of chronic problems one would normally expect in a population of this size. Any chronic problems are advised to come back to doctors working in the daytime: this clinic is for acute care only, for emergencies only. And we work at full capacity.

Patients can only enter with their police papers, known as their *ausweis*, which contain their photograph, name and number. They are triaged at the door by one medic alongside a translator in Farsi and Arabic. “Green” patients need urgent care; “yellow” patients are severely unwell with abnormal vital signs and require a full examination on a bed; “red” emergency patients usually suffer from major panic attacks, extreme pain, collapses and, increasingly, life-threatening stab wounds or the results of other violence.

We are a team from across the world – when I was on Lesbos there was a mix of Dutch, French, English, American and Spanish doctors, nurses and support crew. We work together with our translators (refugees living in the camp themselves, volunteering daily in return for bus tickets, phone credit, education and dinner as they are not able to stand in the food queue while working with us) from Afghanistan, Syria, Iran, Somalia and the Congo. We make up the clinic team, and respond together as the crowds enter.

The names of patients to be seen are written on a whiteboard in order of priority and we call them inside one by one. The clinic has two rooms, split into four consultation areas. It is basic but functional. We have boxes with the essentials for consultations – oxygen saturation probes, blood pressure cuffs, thermometers and ophthalmoscopes. The thermometers and SATs probes [oxygen measure] often stop working for the triage doctor outside the clinic as night draws in and temperatures drop, so throughout the shift we swap them with those inside. There are four beds against the walls that can be pulled out in case of emergencies to allow access around the entire patient. We carry crash bags and emergency drugs to the clinic every day in rucksacks and have them in A1 – the emergency care room – where any “red” patients are taken for emergencies that day. On any given day, we can see 180 to 250 patients during clinic hours. Here are their stories.

A mother comes in with her four-year-old child who has a very high fever, and who hasn't been eating, drinking or responding to her properly for hours. To get to the cabin, she has had to walk through the camp on the side of a steep hill, weaving between UNHCR and makeshift tents, past the falafel store, the Wave of Hope for the Future school with its new library, past the barbers and people doing their washing, past the rubbish that hasn't been cleared for a month, past the gang of wild dogs barking and running after her. She has waited patiently in line in the cold. When the gate is unlocked there is a rush of people, each shouting that they are an emergency, waving their *ausweis*.

I call the febrile child in. The mother is crying and the father looks ashen-faced as he explains through the Farsi translator that they are worried as the child won't drink and looks tired. He has heard that another child from a nearby tent is now in hospital in Athens with a brain infection. He looks at the floor, apologises for attending, but asks for help.

Just as I start examining the child, I can hear shouting and the sound of someone being dragged along the gravel outside. The support crew member on the back door shouts “red patient” and I move the febrile child into the back space of the cabin, pulling the bed out and making space for the emergency. He is a young man in his teens, unconscious, dragged in a dark grey blanket by four people from the surrounding tents. He was seen to be shouting and screaming and then collapsed, breathing very heavily and not waking up. The men have been running with him unconscious in the blanket for 10 minutes to reach the medical area.

What have you seen? What are you still seeing? I can't comprehend it. And when we send them back to their tents, I feel ashamed

I start the tests on him. As I go to inflate the blood pressure cuff, he opens his eyes and screams – a long, sustained scream, followed by extreme hyperventilation and rigidity in his arms. This is a classic picture of a panic attack associated with PTSD (post-traumatic stress disorder), and a common presentation to the clinic. We are fortunate to have a psychiatric nurse in our team, and once any more sinister pathology is excluded, we move the man to a back room to rest and be reviewed by her, to plan onward referral and care.

In terms of mental health help for refugees, there are currently two referral pathways for the more severe end of the spectrum, but each takes time and depends on exposure to violence, sexual violence, and previous history. In the acute phase we provide emergency care for these patients and their friends, relatives and tent-mates, who listen to them cry at night, and drag them to the clinic in blankets when they have attacks.

Despite seeing multiple patients suffering with panic attacks every day, the sound of the screams still shocks and chills me as I wonder: what have you seen? What are you still seeing? I can't comprehend it. And when we send them back to their tents, I feel ashamed.

I call the child back to my clinic space for a full assessment. By midway through my second week in the camp, we have had three confirmed cases of meningococcal meningitis and are considering a camp-wide vaccination programme. This child is persistently hot and lethargic, and has a concerning rash. We give him intramuscular ceftriaxone antibiotic and request a taxi to take him to hospital. With only two ambulances on the island despite a rapid 25% increase in the population, the service is not fit for purpose, and we are increasingly using taxis to transport patients to hospital.

I continue, with the help of my translator, to see patients in the "yellow" queue, mostly children with fevers, adults with abdominal pain, pregnant women, minors with scabies. We are busy today, as we are every day; there are a lot of people to see. As the sun goes down, I always feel the atmosphere at triage and inside the clinic changes. I get a sense of desperation and hostility, not usually played out, but always at the back of my mind. Because there is no electricity in the camp, the darkness outside is engulfing. Our clinic runs on the grid, regularly tripping out, and we carry out our consultations by the glow of head torches and battery-operated lights.

An entire family is dragged in, two of the four children unconscious and the father appearing confused, shouting about "fire". Apparently they went to a neighbour's tent where a fire was lit for warmth after sundown, and have been exposed to carbon monoxide for a sustained period of time. We start oxygen from our transported cylinders on the children who are not responding, wrap them in emergency blankets, and call the ambulance, while checking over the others. We have only two oxygen tanks so rotate them in response to clinical need. The ambulance will not drive up to the clinic (a short distance from the front gate of the camp) for safety reasons after dark unless in extreme emergencies, so we run the children down to the ambulance when it arrives, connecting their masks to the oxygen in the ambulance and sending them on their way. They have started responding by the time they are in the ambulance, and we know they will be OK.

"Their resilience and care for their fellow refugees nearly chokes me"

The hubbub created by another "red" patient draws close and echoes around outside the clinic. This time two young men from the sections for unaccompanied minors are dragged in between friends, gasping and covered in blood. Both have been stabbed in the chest. One stabbing like this in London would receive emergency trauma care from a highly trained team, probably in a major trauma centre. In Moria, this is not the case.

I call all five doctors and the emergency nurse to the cabin and we split into teams, with two translators at each bedside. The majority of doctors are not used to dealing with acute stabbings: BRF has not actively recruited for emergency doctors previously, as we were offering more clinic-based urgent care. We had gone through some team pre-hospital trauma care earlier in the week and have had daily exposure to stabbings by now, so we get to work putting in lines and assessing each patient. We now have only one oxygen tank as we used the other on the children with carbon monoxide poisoning.

We prioritise the boy with the central chest stab as he appears to be having repeated apnoeic episodes. As we wait for the ambulance to arrive, the other one starts to gargle and choke. One of his lungs is filling up with air and blood where he has been stabbed. We switch the oxygen tank to him, while stabilising the other boy's bleeding, and plan how to extricate both on stretchers from the tiny clinic room. We put in an emergency needle to decompress the damaged lung. It works for a few minutes, then fills with blood again. We decide to decompress that side of his chest with a cut to his chest wall. The tension is released, for now. The translators – non-medical but now accustomed to this type of emergency – grab oxygen masks, gauze and cannula dressings, and squeeze in fluid like members of a trained trauma team. Their resilience and care for their fellow refugees nearly chokes me.

As the ambulance arrives, we beg them to come down to the clinic gates to minimise the time transferring the boys in the freezing cold. They agree and also agree to take both boys at the same time – a rare occurrence, but last week a young man died from a stab wound and we work together in the dark shadow of this memory. We take the boys out in emergency blankets, with fluids and lines in place, on stretchers, in front of the patients waiting to be seen in the cold, gravel-floored cage that is the waiting room. I go back to debrief the team; the translators are already cleaning the blood from the floor, beds and walls.

We see the next patients. We keep going. People keep arriving and we continue to try to keep them safe in whatever capacity we can.

At the end of our clinic time, the responsibility for the medical care of patients in the camp is down to a lone “army doctor”, who cannot be accessed by patients unless the police deem them to have a serious enough medical problem. Unless there is a life-threatening emergency, they will wait until the day clinic opens at nine. People queue in the dark from 6:30 to try to get help.

This is not abnormal. This is daily. The next day we had a 16-year-old boy, again from the supposedly protected sections, fall through the back doors of the clinic with a knife still in his back. On the last night I was working we saw four life-threatening stabbings, including a stabbed neck and an open chest. We assessed and stabilised them all and got them to hospital. As far as I'm aware, all of these patients are still alive.

There has been no electricity in the camp now for two and a half months. We know about the direct correlation between light and crime – people have been requesting an end to this darkness. It has not come.

The sections for unaccompanied minors and vulnerable women consist of fenced areas with sleeping cabins inside, locked in a secure area near to the police and new arrivals areas. They are understaffed. Guardians work hard to keep the most vulnerable safe, but with boredom and violence still prevalent, and staff often not speaking the same language as the refugees, monitoring and care is stretched, and problems continue to spiral. With finite space and an infinite number of increasingly vulnerable people arriving, many minors and women are living alone outside the sections, at risk of abuse, violence, and systemic failings.

The boredom in the camp is maddening and the asylum process is opaque. Even those of us with contacts in other NGOs and with lawyers cannot work it out. During my time there, one of our most calm, loyal, and impressive translators was arrested after a second rejection and deported without papers, and without a lawyer. We have still not been able to contact him. We do not know where he is and we do not know the details of his rejection. We know he will not be safe back in Afghanistan. This kind of thing reaches through the camp, adding to the feeling of resignation and hopelessness. And the madness continues.

The suffering is palpable, the hopelessness is insidious, the feeling of abandonment is all-consuming. I have not done a special job here. I have gone to volunteer, as many have before me and many continue to do while I return to my home, where I have central heating, regular food I can choose, and my freedom – and all of these afforded to me only by my luck at birth.

Moria refugee camp is at breaking point; the situation is about to implode. This will happen inwardly, harming some of the most vulnerable people in the world. The implosion will probably cause a tiny ripple of outward explosion, and then be forgotten. The world continues to turn its back. We must open the conversation once more, we must consider taking responsibility for our fellow humans. I have no solution, but I want to give a voice to these silenced people, and hope there is a willing audience prepared to begin to listen.

Task 3. Having read the article on the Moria refugee camp tell about the life of people who have to stay there.

Task 4. Fill in the gaps with the following words: queue, emergency, hubbub, chaos, ache, vulnerable, wound, witness, stab, unconscious, implode, minors, finite. Use the words in the appropriate form.

1. We work mainly with the elderly and other _____ groups.
2. The country was plunged into economic _____.
3. Police are appealing for information from anyone who _____ the attack.
4. There was a _____ of excited conversation from over a thousand people.
5. More recently he warned that without more funding for family courts, the system would _____.
6. The staff need to know what to do in an _____.
7. A nurse cleaned and bandaged the _____.

8. By the time ambulance men arrived he was _____.
9. This film contains material unsuitable for _____.
10. His feet were _____ from standing so long.
11. A mob of journalists are _____ up at the gate to photograph him.
12. He was _____ to death in a fight.
13. The fossil fuels (coal and oil) are _____ resources.

HOME ASSIGNMENT

Study the collocations with the word “emergency”. Translate the examples from English into Russian.

COLLOCATIONS

VERBS

deal with an emergency

Several fire crews were called to deal with the emergency at the power plant.

cope with an emergency (=succeed in dealing with an emergency)

Do you think that you could cope with an emergency?

handle an emergency (=deal with and make decisions about an emergency)

There is always a doctor on call to handle emergencies.

EMERGENCY + NOUN

an emergency situation

If an emergency situation arises, the pilot and crew must stay calm.

emergency aid/relief/help (=things such as food and medicine that are given to people when they are in a very dangerous situation)

The charity made a television appeal for emergency aid to the region.

emergency treatment (=medical treatment given to someone when they have been injured or become ill suddenly)

The driver is undergoing emergency treatment at Park Royal Hospital.

an emergency operation (=a medical operation that is carried out quickly when someone has been injured or become ill suddenly)

He had an emergency operation to save his sight.

an emergency meeting (=a meeting that is arranged quickly to discuss a very serious situation)

The cabinet held an emergency meeting earlier today.

an emergency session (=a political meeting that is arranged quickly to discuss a very serious situation)

an emergency session of the UN Security Council

emergency measures (=special actions that are taken to deal with a very serious situation)

The president announced emergency measures to deal with terrorism.

emergency powers (=special powers that are given to the government, police, or army because there is a very serious situation)

The army was given emergency powers to help tackle the rising violence.

an emergency vehicle (=an ambulance or fire engine)

Emergency vehicles rushed to the scene.

ADJECTIVES

a serious emergency (=a situation which involves danger to people)

The police usually respond quickly to serious emergencies.

an extreme emergency (=a situation that is very worrying or dangerous)

These weapons should be used only in an extreme emergency.

a major emergency (=a dangerous situation that affects a large number of people)

In a major emergency, the national guard may be called in.

a sudden/unexpected/unforeseen emergency (=a situation that was not planned)

I left half an hour early in case of traffic jams or some other unforeseen emergency.

PHRASES

in case of emergency/in the event of an emergency (=if there is an emergency)

The fire-exit doors should only be opened in case of emergency.

UNIT 8. LOCAL AND GLOBAL WARS AND CONFLICTS

LESSON 1

LEAD-IN

Discuss these questions with your groupmates:

1. What comes to mind when you hear the word ‘war’?
2. How do you think current wars could be stopped?
3. Bertrand Russell said: "War does not determine who is right – only who is left."

What do you think of this quote?

Read the summary of the article “war” from Encyclopedia Britannica and discuss the definition of the phenomenon with your groupmates. Give your own thoughts and idea on the causes of wars.

war, State of conflict, generally armed, between two or more entities. It is characterized by intentional violence on the part of large bodies of individuals organized and trained for that purpose. On the national level, some wars are fought internally between rival political factions (civil war); others are fought against an external enemy. Wars have been fought in the name of religion, in self-defense, to acquire territory or resources, and to further the political aims of the aggressor state’s leadership.

Source: [war summary / Britannica](#)

Now, read about different types of conflicts and study the new vocabulary.

(Source: *Vocabulary for Political Science Students, Unit 42*)

Social conflict exists at several levels. There are interpersonal [between individuals] conflicts, more complex intergroup [between groups] or international [between nations] conflicts.

Here are more words to describe types of conflict:

armed/military (syn.),

violent,

serious,

continuing,

minimal – immense (ant.)

destructive – constructive (ant.)

growing/increasing/escalating (syn.)

open (ant.) – /hidden/suppressed/frozen

<i>Initiating a conflict</i>	<i>Avoiding a conflict</i>	<i>Ending a conflict</i>
bring sb/sth into ~	avert ~	end ~
cause ~	avoid	resolve ~
come into ~	prevent ~	solve ~
create ~		handle ~
lead to ~		settle ~
provoke ~		

Parties to a conflict

Contending/conflicting parties are *adversaries/foes/enemies/opponents*. Cooperating participants in a conflict are *allies*. When people compete against each other human relations sink into *prejudice* [the unreasonable feeling of not liking a particular group of people], *hostility* [unfriendly feeling and behaviour] and *mistrust*.

Conflict arises as parties **pursue** their individual **self-interest**, or as they **compete for scarce resources**, or disagree on the extent of their contribution and feel exploited. Conflicts can be avoided and peaceful relationships can be enjoyed in case rules that regulate self-serving behaviour are established. It is also essential to enable people to **cooperate for their common betterment/good** through structuring communication that will allow the conflicting parties to **reconcile the differences** and **reach a new understanding**, or through changing the pay-off to make exploitation less and cooperation more **rewarding**. Sometimes tensions run so high that conflicting parties can seek to resolve their differences through **a third-party mediator**. The conciliatory strategy of Graduated and Reciprocated Initiatives in Tension Reduction (GRIT) can be applied to **alleviate** tense international situations. The strategy requires one side to initiate a few small **deescalatory** actions [steps to reduce the tension] undertaken in ways that encourage the adversary's **reciprocation** [similar steps in return].

Exercises

1. One or two alternatives in italics in each case in the text below are incorrect. Choose the correct alternative/alternatives.

Conflict *raises/arises/occurs* when there is a *fight/clash* between individual and communal interests. Very often conflicts are impossible to *avoid/postpone/avert* because people *keep/chase/pursue* their individual self-interests and as a result others sense that they are being exploited and this is exactly what *results/provokes/causes* conflict.

It is possible to *treat/handle/manage* conflict by establishing rules that regulate self-serving behaviour. Without rules it is next to impossible to persuade people to cooperate for their *common betterment/mutual good* and, thus, to *handle/cease/resolve* conflict.

2. Fill in the missing words with the vocabulary of the unit.

1. The win-lose competition _____ intense conflict.
2. The first step is to state the initiator's desire to reduce tension and this invites the adversary to _____.
3. If you contribute more and benefit less, you will likely feel _____ and irritated.
4. _____ can structure communications that will increase mutual understanding.
5. Some say that the only way to _____ conflict is to say nothing, do nothing, be nothing.

3. Paraphrase the words and phrases in italics using the vocabulary of the unit.

1. People evolve laws and regulations for their *mutual benefit*.
2. Peace is the outcome of a creatively managed conflict, one in which the parties *reach genuine accord*.
3. Having a common enemy is powerfully unifying – our enemy's enemy readily becomes our *friend*.
4. We deplete our natural resources because we *seek to follow our own interest* and personal benefits of consumption outweigh the costs.
5. When direct communication is impossible, *a third party* can meet with one party, then the other.
6. Small concessions by Israel and Egypt *helped reduce tension* to a point where the negotiations between the two nations became possible.

DISCUSSION

Work with a partner and answer the following questions.

1. What are the examples of interpersonal, intergroup and international conflicts?
2. Which of the present social conflicts in the world would you describe as immense and violent?
3. Are there any hidden or suppressed conflicts which you think are serious?
4. Which of the peacemaking strategies do you find the most effective? Why?
5. Have you ever been involved in any kind of social conflict? How was it resolved, if at all?

SPEAKING

THE DISCUSSION ON WAR. Work in pairs and take it in turns to ask and answer the questions.

STUDENT A's QUESTIONS (Do not show these to student B)

1. Why war?
2. Does war ever do any good?
3. Have you ever experienced a war?

4. Do you think we'll ever stop starting wars?
5. Why are some countries so eager to wage war, while others aren't?
6. What wars has your country fought in the recent past?
7. Would you fight in a war to save your country?
8. Would you like to work as a war correspondent?
9. Aeschylus said: "In war, truth is the first casualty." Do you agree with this?
10. Someone once said: "Join the Army, see the world, meet interesting people – and kill them." What do you think of this quote?

STUDENT B's QUESTIONS (Do not show these to student A)

1. What comes to mind when you hear the word 'war'?
2. What is a war dance and who does (used to do) them?
3. What do you think of the system of charging people with war crimes?
4. The Geneva Convention issued a list of the rules of war? What do you think these are? Does it seem strange to have rules for war?
5. How do you think current wars could be stopped?
6. What do you think future wars will be fought over?
7. Do you think there'd be fewer wars if all countries were ruled by women?
8. What would you do today if a war broke out in your country tomorrow?
9. José Narosky said: "In war, there are no unwounded soldiers." Do you agree with this?
10. Bertrand Russell said: "War does not determine who is right – only who is left." What do you think of this quote?

HOME ASSIGNMENT

Study the collocations with the word “war”

COLLOCATIONS

VERBS

fight a war

The two countries fought a brief war in 1995.

fight in a war (=take part as a soldier) Her grandfather fought in the war.

win/lose a war

The Allies had won the war. What would have happened if we'd lost the war?

declare war

In 1941, Britain and the US declared war on Japan.

wage/make war (=to start and continue a war)

Their aim was to destroy the country's capacity to wage war.

go to war (=become involved in a war)

It has been said that democracies don't go to war with each other.

war breaks out (=it starts)

They married just before war broke out.

a war rages (=continues in a very violent way)

A civil war is still raging there.

PHRASES

be at war

Russia was at war with Poland.

be on the brink of war (=be about to be involved in a war)

The country was on the brink of war.

the outbreak of war (=the time when a war starts)

A week after the outbreak of war, he enlisted in the army.

the horrors of war

They wanted to forget the horrors of war they had witnessed.

ADJECTIVES/NOUN + WAR

a world war

No one wants another world war.

a civil war (=between opposing groups within a country)

the English Civil War

a nuclear war (=involving nuclear weapons)

The possibility of nuclear war was much on people's minds in the Fifties.

a conventional war (=not nuclear)

A conventional war would still cause unacceptable devastation.

a guerrilla war (=involving a small unofficial military group)

The nine-year guerrilla war has ended at last.

the Korean/Vietnam/Iraq etc War

People were protesting against the Vietnam War.

World War I/World War II

He was a pilot in World War II.

a just war (=one that you believe is right)

They believe that they are fighting a just war.

a religious war How many people have died in religious wars?

WAR + NOUN

the war years

The couple spent most of the war years apart.

a war hero

At home he was hailed as a war hero.

a war veteran (=someone who took part in a war)

There was a service for war veterans in the Garden of Remembrance.

a war criminal (=someone who behaves very cruelly in a war, in a way that is against international law)

the arrest of two suspected Nazi war criminals

a war correspondent (=a reporter sending reports from a war)

Being a war correspondent is a dangerous job.

a war zone (=an area where a war is fought)

The country had turned into a war zone.

a war crime (=a cruel act in a war which is against international law)

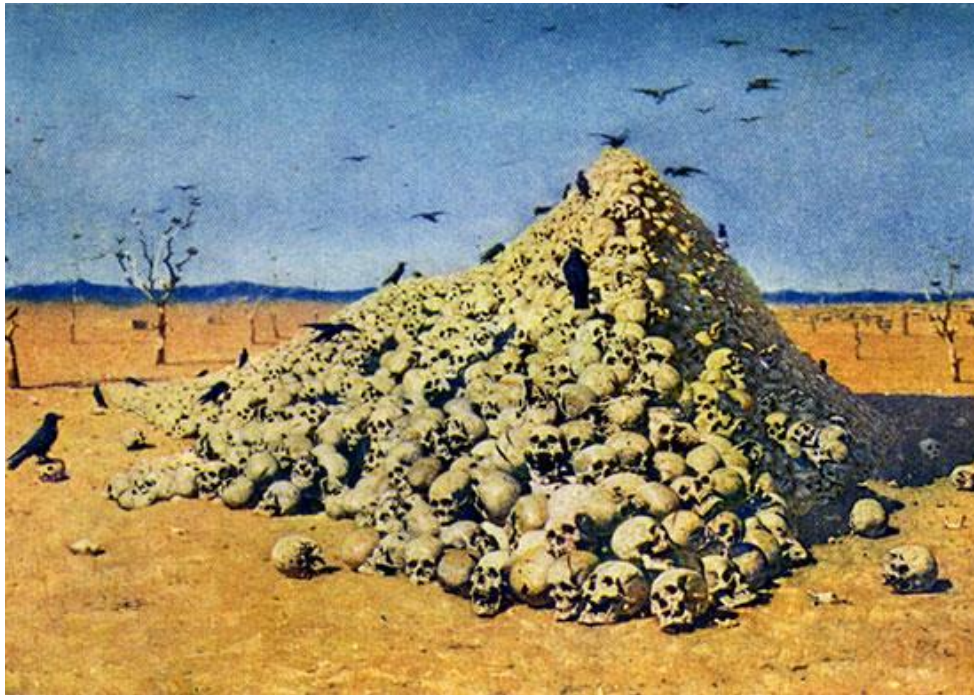
They will be charged with war crimes.

a war wound

He still suffered pain from an old war wound.

a war grave

He had gone with a friend to visit the war graves in Flanders.



LESSON 2

LEAD-IN

Discuss these quotes with your groupmates:

1. "In war, truth is the first casualty." ~ Aeschylus
2. "Only the dead have seen the end of war." ~ Plato "There's no honorable way to kill, no gentle way to destroy. There is nothing good in war. Except its ending." ~ Abraham Lincoln
3. "I hate war... for the dictatorships it puts in the place of democracies, and for the starvation that stalks after it." ~ Harry Emerson Fosdick
4. "All the war-propaganda, all the screaming and lies and hatred, comes invariably from people who are not fighting." ~ George Orwell

Source: [TOP 25 WAR QUOTES \(of 1000\) / A-Z Quotes \(azquotes.com\)](#)

Task 1. Match the words in column A with the words in column B to form the names of armed conflicts or their participants.

A	B
1. (1789-1799) The French	The U.S.-led coalition
2. (1861-1865) The American	resistance
3. (1455-1487) _____ the Roses	Conflict
4. (1803-1815) The Napoleonic	Wars
5. (1979-1982) The Soviet	invasion of Afghanistan
6. (1919-1921) The Irish	War of Independence
7. The Arab-Israeli _____	in Russia
8. WW II Guerilla Warfare	Liberation War
9. (1940-1945) The French	Insurgency
10. The Slovak _____	occupation
11. (1960-1975) _____ of South Vietnam	Revolution
12. (1999) _____ in Kosovo	The US/NATO military campaign
13. _____ in Iraq	Civil War
14. The Iraqi _____	the Wars of
15. (1939-1945) The German	National Uprising
16. (1971) The Bangladesh	The National Liberation Front

Source: *Vocabulary for Political Science Students, Unit 46*

Task 2. Search the net and find the information on one of the armed conflicts mentioned in task 1. Make a presentation.

Task 3. Work with a partner. Answer the following questions.

1. Has there ever been a civil war/a war of independence/an insurgency/any type of civil conflict in your home country?
2. What caused the conflict?
3. What were the parties to the conflict? What were the irregular military in the conflict called?
4. What strategies did they employ?
5. Who was responsible for the atrocities?
6. What were the outcomes of the conflict?
7. Is there a civil conflict in the world now you feel strongly about? Why?

Source: Vocabulary for Political Science Students, Unit 46

HOME ASSIGNMENT

Study the collocations with the word “army”

COLLOCATIONS

VERBS

join the army

At 18, I decided to join the army.

go into the army

When Dan left school, he went into the army.

serve in the army

He had served in the Indian army.

leave the army Why did you leave the army?

be discharged/dismissed from the army

He developed epilepsy, a condition which led to him being discharged from the army.

ADJECTIVES

the British/French/Polish etc army

a soldier in the Spanish army

a regular/standing army (=permanent and existing whether there is a war or not)

The regular army has about 5,000 troops.

an invading army The towns were looted by the invading army.

an occupying army (=one that is in a foreign country which they control by force)

There was constant resistance to the occupying army.

a victorious army

Two days later, the victorious German army entered Paris.

a defeated army

The survivors of his defeated army settled in Provence.

an advancing army (=moving forward in order to attack)

The advancing Roman army was almost upon them.

a retreating army (=moving away after being defeated)

Washington's troops pursued the retreating British army.

ARMY + NOUN

an army base/camp

the local army base

an army unit

The town was surrounded by army units.

an army officer

Both daughters married army officers.

an army recruit

The army recruits must undergo basic training.

PHRASES

be in command of the army

He had gained respect and was placed in command of the army.

LESSON 3

LEAD-IN

Discuss these questions with your group-mates

1. What are war crimes?
2. Do you think war crimes will ever stop?
3. Can war crimes be committed via the Internet

READING

Read the text about the Gulf War.

Answer the questions:

1. Who was Iraq's leader in 1990?
2. What triggered the Persian Gulf war?
3. Which country was the world's largest oil-producer at that time?
4. How many Iraqi troops occupied Kuwait?
5. In which case did the UN Security Council authorize the use of force?
6. Which countries took part in the allied coalition against Iraq?
7. What was destroyed in southern Iraq by mid-February, 1991?
8. What did U.S. Pres. George H.W. Bush declare for February 28?
9. What was Iraq forced to divest itself of at the end of the war?
10. What ultimatum did U.S. Pres. George W. Bush issue on March 17, 2003?
11. What did follow the ultimatum of U.S. Pres. George W. Bush?

Persian Gulf War, also called Gulf War, (1990–91), international conflict that was triggered by Iraq's invasion of Kuwait on August 2, 1990. Iraq's leader, Saddam Hussein, ordered the invasion and occupation of Kuwait with the apparent aim of acquiring that nation's large oil reserves, canceling a large debt Iraq owed Kuwait, and expanding Iraqi power in the region. On August 3 the United Nations Security Council called for Iraq to withdraw from Kuwait, and on August 6 the council imposed a worldwide ban on trade with Iraq. (The Iraqi government responded by formally annexing Kuwait on August 8.) Iraq's invasion and the potential threat it then posed to Saudi Arabia, the world's largest oil producer and exporter, prompted the United States and its western European NATO allies to rush troops to Saudi Arabia to deter a possible attack. Egypt and several other Arab nations joined the anti-Iraq coalition and contributed forces to the military buildup, known as Operation Desert Shield. Iraq meanwhile built up its occupying army in Kuwait to about 300,000 troops.

On November 29 the UN Security Council authorized the use of force against Iraq if it did not withdraw from Kuwait by January 15, 1991. By January 1991 the allied coalition against Iraq had reached a strength of 700,000 troops, including 540,000 U.S.

personnel and smaller numbers of British, French, Egyptians, Saudis, Syrians, and several other national contingents. Saddam steadfastly refused to withdraw Iraqi forces from Kuwait, however, which he maintained would remain a province of Iraq.

The allied coalition's military offensive against Iraq began on January 16–17, 1991, with a massive U.S.-led air campaign that continued throughout the war. Over the next few weeks, this sustained aerial bombardment, which had been named Operation Desert Storm, destroyed Iraq's air defenses before attacking its communications networks, government buildings, weapons plants, oil refineries, and bridges and roads. By mid-February the allies had shifted their air attacks to Iraq's forward ground forces in Kuwait and southern Iraq, destroying their fortifications and tanks.

Operation Desert Sabre, a massive allied ground offensive, was launched northward from northeastern Saudi Arabia into Kuwait and southern Iraq on February 24, and within three days Arab and U.S. forces had retaken Kuwait city in the face of crumbling Iraqi resistance. Meanwhile, the main U.S. armoured thrust drove into Iraq some 120 miles (200 km) west of Kuwait and attacked Iraq's armoured reserves from the rear. By February 27 these forces had destroyed most of Iraq's elite Republican Guard units after the latter had tried to make a stand south of Al-Baṣrah in southeastern Iraq. By the time that U.S. Pres. George H.W. Bush declared a cease-fire for February 28, Iraqi resistance had completely collapsed.

There are no official figures for the Iraqi military operation, leading to vastly differing figures of combatants and casualties. Estimates of the number of Iraqi troops in the Kuwait theatre range from 180,000 to 630,000, and estimates of Iraqi military deaths range from 8,000 to 50,000. The allies, by contrast, lost about 300 troops in the conflict.

The terms of the peace were, *inter alia*, that Iraq recognize Kuwait's sovereignty and that it divest itself of all weapons of mass destruction (i.e., nuclear, biological, and chemical weapons) and all missiles with ranges exceeding 90 miles (150 km). Pending complete compliance, economic sanctions would continue.

In the aftermath of Iraq's defeat, Kurds in the north of the country and Shī'ites in the south rose in a rebellion that was suppressed by Saddam with great brutality. These actions prompted the allies to prohibit Iraqi aircraft from operating in designated "no-fly" zones over these areas. As the other allies gradually left the coalition, U.S. and British aircraft continued to patrol Iraqi skies, and UN inspectors sought to guarantee that all illicit weapons were destroyed. Iraq's failure to cooperate with inspectors led in 1998 to a brief resumption of hostilities (Operation Desert Fox). Iraq thereafter refused to readmit inspectors into the country, and regular exchanges of fire between Iraqi forces and U.S. and British aircraft over the no-fly zones continued into the 21st century. In 2002 the United States sponsored a new UN resolution calling for the return of weapons inspectors, who then reentered Iraq in November. Member states of the UN Security Council, however, differed in their opinion of the degree to which Iraq had cooperated with inspections.

On March 17, 2003, the United States and the United Kingdom, which had begun to mass troops on Iraq's border, dispensed with further negotiations, and U.S. Pres.

George W. Bush—seeking no further UN endorsement—issued an ultimatum demanding that Saddam step down from power and leave Iraq within 48 hours or face war; he even suggested that if Saddam did leave Iraq, U.S. forces might still be necessary to stabilize the region and to hunt for weapons of mass destruction. When Saddam refused to leave, U.S. and allied forces launched an attack on Iraq on March 20 and thus began what became known as the Iraq War.

Source: [*Persian Gulf War: Dates & Operation Desert Storm – HISTORY*](#)

VIDEO LISTENING

Before I was a refugee

In this video, people living in a camp in the port of Athens are asked what they did before they were labelled ‘refugee’. Watch the video to find out what they say.

[Before I was a refugee | LearnEnglish \(britishcouncil.org\)](#)

Task 1. Put the ideas in the order that they are mentioned in the video.

Many refugees feel alone without their families.

One of the people is hopeful that the future will be better than now.

The people in the video had jobs or studied before they left their home countries.

Many refugees left their homes because of dangerous situations like war.

Some of the people play games or do sport, not for fun but just to keep busy.

A lot of the refugees felt useful, important, happy and comfortable in their own countries

Task 2. Put the words in the correct order to make sentences.

1. respect. country. Second, First, I have dignity I have in my
2. was so Our life city. lovely. We in our had everything
3. I feel country. But more comfortable in my war, I escaped. because of
4. anything, because we don't have finished But now everything. the war
5. family you're a lone Without just like tree.
6. to what We try forget happened to us.
7. play chess, We play to make but just cards, we time go.
8. night. One become a bright day. this is day it will I know

Transcript

I am a dentist, from Kabul.

I'm a mechanic.

I studied agriculture engineering.

Yes, I was studying in university.

What did you study?

Energy.

I am engineer.

Driver.

Mother.

I worked with British army in Afghanistan.

I was a cable guy.

Job in boutique and fashion. Men and women. In central Baghdad.

My life, it was good. I don't have economical problems. Just I have my life problem.

First, I have dignity in my country. This is first. Second, I have respect.

Our life was so, so lovely. We have everything in our city.

I feel more comfortable in my country. But because of war, I escape.

But now we don't have anything, because the war finished everything.

It's very difficult to live without family. Without family you just like a lone tree. No one can help you. No one can care you.

Iraq, Iraq, problem. Iraq no good. Family in Iraq ... no family. Finished.

We try to forget what happened to us.

We try to do something to, you know, make better. You know? Just football or some hobbies.

We play cards, we play chess, we go to swim, we do, but just to make time goes. Just we want to finish the day. Nothing more, nothing less. But not to have a fun, because nothing, nothing will make us happy here.

We are just waiting for a bright day, we are waiting for a bright day. I know this is night, it's night. One day it will become a bright day. And we are just waiting for a bright day.

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HOME ASSIGNMENT

Read the story “Character Development” by David Mitchell about the war crimes during the Gulf war (https://drive.google.com/file/d/1cphSBltvls_P9OPHDZWWE_WttiKcJW1/view?usp=sharing). Express your point of view on the main idea of the story. Describe the characters of the story: Doctor Shariba, Sergeant Bax, Toseland and Private Yew.

Answer the questions:

1. Where is the story set?
2. When do all the things described in the story happen?
3. Which countries were the members of the Coalition?
4. What is the surname of the main character? What is his military rank?
5. What are the names and ranks of the other military men in the story?
6. Why was Dr. Shariba brought to the interview room at the base (the Eski)?
7. How did the Eski look like?
8. What kind of facts did Toseland and Bax want to establish by interviewing Dr. Shariba?
9. How did they try to threaten Dr. Shariba?
10. How did Shariba explain why he had told foreign journalist about the man who had been tortured and then shot in the heart?
11. Which international legal document did Dr. Shariba know by heart? When was that document proclaimed by the United Nations General Assembly? In how many languages is this document translated?
12. Why were Toseland and Bax stunned by the fact that Dr. Shariba was a well-educated person?
13. What did they expect to find in Iraq?
14. Did Private Yew speak to Dr. Shariba when Toseland and Bax had left the interview room?
15. Where had Shariba lived in the UK before he came Iraq?
16. What do you know about his family?
17. What were Shariba`s expectations about Stonehenge?
18. What do you know about the family of the Private Yew?
19. What happened to Dr. Shariba at the Eski?
20. Was it an accident or not?
21. How did the military try to conceal the truth?
22. How did Major Dane try to persuade Yew to hide the truth? What were his arguments?
23. What did Yew think about the British Army?
24. How did Toseland try to threaten Yew?
25. Did Toseland manage to intimidate Yew?
26. Did Yew want to disclose the facts about Dr. Shariba`s death at the end of the story?
27. What could other squaddies think about Yew if he told the truth about the death of Dr. Shariba?

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