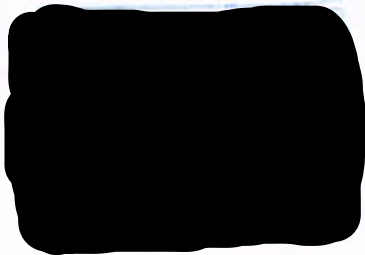


**КАЗАХСКИЙ ГУМАНИТАРНО-ЮРИДИЧЕСКИЙ  
ИННОВАЦИОННЫЙ УНИВЕРСИТЕТ**

Учебно-методическое пособие по курсу

**Язык для специальных целей  
(уровень С1)**

для специальности  
«Иностранный язык: два иностранных языка»



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зав. кафедрой русского и иностранного языков ГМУ, к.ф.н. Г.М. Алина

**Составители:** Изатова Альмира Бекетаевна  
Оспанова Айжан Кантореевна

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Данное учебно-методическое пособие предназначено для работы на занятиях в рамках курса «Язык для специальных целей (уровень С1)» для студентов 3-го года обучения по специальности бакалавриата «Иностранный язык: два иностранных языка». Пособие структурировано по тематическому принципу и состоит из трех частей, каждая из которых объединяет в себе несколько подразделов, включающих в себя комплекс заданий, направленных на формирование всех видов речевой деятельности в пределах тематики, предусмотренной учебной программой специальности.

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## ВВЕДЕНИЕ

Настоящее учебно-методическое пособие предназначено для работы на занятиях в рамках курса «Язык для специальных целей (уровень С1)» для студентов 3-го года обучения по специальности бакалавриата «Иностранный язык: два иностранных языка».

Пособие подготовлено в соответствии с Типовой учебной программой, предусматривающей развитие умений иноязычного общения для специально-профессиональных целей в качестве основной задачи 3-го года обучения.

Специфичным для специально-профессионального курса, каковым является «Язык для специальных целей (уровень С1)» является углубление межкультурной, научно-профессиональной и прагматической направленности обучения. На первый план в обучении выходят совершенствование коммуникативно-межкультурной и формирование профессиональной иноязычной компетенций студентов. При составлении данного учебно-методического пособия была определена и выполнена задача систематизации учебных материалов в рамках тематики курса «Язык для специальных целей (уровень С1)», которая включает в себя широкий спектр тем, охватывающих следующие социокультурные сферы: политическое устройство стран изучаемого языка и Казахстана, включенность Казахстана в мировое образовательное пространство, роль английского языка в мире, всеобщая борьба с терроризмом, социальная проблематика, представленная вопросами демографии, трудоустройства, безработицы, занятости молодежи, правовой защиты.

Данное пособие структурировано по тематическому принципу и состоит из трех частей, каждая из которых объединяет в себе несколько подразделов.

Каждый подраздел пособия включает в себя комплекс заданий, направленных на формирование всех видов речевой деятельности в пределах обозначенных тем. Материалы, как адаптированные, так и аутентичные, представленные в данном пособии, носят разнотипный и разножанровый характер и оснащены системой разнообразных заданий, предполагающих активизацию тематической лексики, расширение социокультурных знаний студентов, совершенствование умений полемизировать и продуцировать развернутые монологические высказывания, а также выражать свои мысли в различных типах письменного дискурса.

Данное пособие снабжено мультимедийным сопровождением, состоящим из тематических аудио и видеофайлов.

## UNIT I POLITICS. CITIZEN. STATE

### 1.1 Political System of the UK

#### TEXT 1

##### UK Political System

The United Kingdom of Great Britain and Northern Ireland is a **constitutional monarchy**. It means that the **government of** the United Kingdom is by a **hereditary sovereign**, an **elected House of Commons** and **partly hereditary House of Lords**.

The sovereign has the **title of King (or Queen)**. The Sovereign has very few functions that really matter, such as the function of the **arbiter of last resort** in some matters. These matters can be **dissolution of Parliament** and invitations to **form a government** when there is no **clear majority**. The Queen is Elizabeth II.

The **supreme legislative power is vested in** the Parliament, which sits for 5 years unless sooner **dissolved**. The Parliament has **two chambers**: the House of Lords with about 830 **hereditary peers**, 26 **spiritual peers**, about 270 **life peers and peeresses**, and the House of Commons. The House of Commons has 650 **popularly elected members**. The House of Commons is the **real governing body** of the United Kingdom. In order to become a law, a **new bill proposed** by the Cabinet must be **approved by** both houses of the Parliament. The Lords cannot **veto a bill**, but they can **delay it for** a maximum of one year. Financial bills cannot be delayed by the House of Lords.

The **executive power of the Crown is exercised by** the Cabinet, headed by **Prime Minister**. Prime Minister, normally the head of the party **commanding a majority** in the House of Commons, is **appointed** by the Sovereign. Prime Minister appoints the rest of the Cabinet. All ministers must be members of one or the houses of the Parliament. They are **individually and collectively responsible** to the Crown and the Parliament.

Government in Britain since 1945 has alternated between only two political parties, **the Conservatives (the Tory)** and the **Labor Party**. No **has been in office** at all since 1945 and there have been no coalitions. The third **long-established party**, the **Liberals**, enjoyed moments of success, but no member of the Liberal Party **has held government office** since 1945.

##### Topical Vocabulary

- a **constitutional monarchy** - конституционная монархия
- the government of** - правительство, правление, управление (чем-либо)
- a **hereditary sovereign** - наследственный монарх
- elected House of Commons** - выборная палата общин
- partly hereditary House of Lords** - частично наследственная палата лордов
- the title of King (or Queen)** - титул короля (королевы)
- the arbiter of last resort** - арбитр последней инстанции
- dissolution of Parliament** - роспуск парламента



**to form a government** - сформировать правительство  
**clear majority** - четкое большинство  
**the supreme legislative power** - высшая законодательная власть  
**to be vested in** - принадлежать (чему-либо, кому-либо) (о власти, стране)  
**a chamber** - палата  
**a hereditary peer** - наследственный пэр  
**a spiritual peer** - епископ-член парламента  
**a life peer and peeress** - пожизненный пэр или пэресса  
**a popularly elected member** - член парламента, избранный всенародным голосованием  
**the real governing body** - орган, обладающий реальной властью  
**to propose a bill** - внести законопроект  
**to be approved by smbd., smth.** - быть одобренным кем-либо, чем-либо  
**to veto a bill** - наложить вето на законопроект  
**to delay a bill for** - отложить рассмотрение законопроекта на (определенный срок)  
**the executive power of the Crown** - исполнительная власть монарха  
**to be exercised by** - осуществляться(чем-либо)  
**to be headed by smbd.** - возглавляться  
**Prime Minister** - премьер-министр  
**to command a majority** - обладать большинством  
**to be appoint smbd.** - назначить кого-либо  
**to be individually and collectively responsible to smbd., smth.** - нести индивидуальную и коллективную ответственность  
**the Conservatives (the Tory)** - консерваторы (тори)  
**the Labor Party** - лейбористская партия  
**to be in office** - быть у власти  
**a long-established party** - давно существующая партия  
**the Liberals** - либералы  
**to hold government office** - быть у власти (о правительстве)

### 1. Answer the questions:

- 1) What does the term "constitutional monarchy" mean?
- 2) What are the functions of the sovereign?
- 3) Who are the members of the House of Lords?
- 4) What are the functions of the Houses?
- 5) What are the functions of Prime Minister and the Cabinet of Ministers?
- 6) What are the major political parties in Great Britain?

### 2. Translate the sentences into English using *Topical Vocabulary*:

- 1) Соединенное Королевство управляется монархом, выборной палатой общин, а также частично наследственной палатой лордов.
- 2) Монарх имеет титул короля (королевы) и является арбитром последней инстанции в некоторых вопросах, таких как роспуск правительства или его

формирование.

1) Высшая законодательная власть осуществляется парламентом, состоящим из палаты лордов и палаты общин.

4) Палата лордов состоит из наследственных пэров, пожизненных пэров и пэресс, епископов – членов парламента.

5) Палата общин, состоящая из всенародно избираемых членов, - реальный правящий орган Соединенного Королевства.

6) Кабинет министров вносит законопроект; парламент может одобрить его или отложить его на рассмотрение

7) Исполнительная власть осуществляется кабинетом министров, который вносит на рассмотрение законопроекты и организует деятельность правительства.

## TEXT 2

### Monarchy

#### *The appearance*

The position of the monarch in Britain is a perfect illustration of the contradictory nature of the constitution. From the evidence of written law only, the Queen has almost absolute power, and it all seems very undemocratic. The American constitution talks about "government of the people for the people by the people". There is no law in Britain which says anything like that. In fact, there is no legal concept of "the people" at all.

Every autumn, at the state opening of Parliament, Elizabeth II, who became Queen in 1952, makes a speech. In it, she says what "my government" intends to do in the coming year. And indeed, it is her government, not the people's. As far as the law is concerned, she can choose anybody she likes to run the government for her. There are no restrictions on whom she picks as her Prime Minister. It does not have to be somebody who has been elected. She could choose me; she could even choose you. The same is true for her choices of people to fill some hundred or so other ministerial positions. And if she gets fed up with her ministers, she can just dismiss them. Officially speaking, they are all 'servants of the Crown' (not servants of anything like 'the country' or 'the people'). She also appears to have great power over Parliament. It is she who summons a Parliament, and she who dissolves it before a general election (see chapter to). Nothing that Parliament has decided can become law until she has agreed to it.

Similarly, it is the Queen, and not any other figure of authority, who embodies the law in the courts. In the USA, when the police take someone to court to accuse them of a crime, the court records show that 'the people' have accused that person. In other countries it might be 'the state' that makes the accusation. But in Britain it is 'the Crown'. This is because of the legal authority of the monarch. And when an accused person is found guilty of a crime, he or she might be sent to one of 'Her Majesty's' prisons.

Other countries have "citizens". But in Britain people are legally described as "subjects" - subjects of Her Majesty the Queen. Moreover, there is a principle of

English law that the monarch can do nothing that is legally wrong. In other words, Queen Elizabeth is above the law.

### *The reality*

In practice, of course, the reality is very different. In fact, the Queen cannot choose anyone she likes to be Prime Minister. She has to choose someone who has the support of the majority of MPs in the House of Commons (the elected chamber of the two Houses of Parliament). This is because the law says that "her" government can only collect taxes with the agreement of the Commons, so if she did not choose such a person, the government would stop functioning. In practice, the person she chooses is the leader of the strongest party in the House of Commons. Similarly, it is really the Prime Minister who decides who the other government ministers are going to be (although officially the Prime Minister simply "advises" the monarch who to choose).

It is the same story with Parliament. Again, the Prime Minister will talk about "requesting" a dissolution of Parliament when he or she wants to hold an election, but it would normally be impossible for the monarch to refuse this "request". Similarly, while, in theory, the Queen could refuse the royal assent to a bill passed by Parliament and so stop it becoming law - no monarch has actually done so since the year 1708. Indeed, the royal assent is so automatic that the Queen doesn't even bother to give it in person. Somebody else signs the documents for her.

In reality, the Queen has almost no power at all. When she opens Parliament each year the speech she makes has been written for her. She makes no secret of this fact. She very obviously reads out the script that has been prepared for her, word for word. If she strongly disagrees with one of the policies of the government, she might ask the government ministers to change the wording in the speech a little beforehand, but that is all. She cannot actually stop the government going ahead with any of its policies.

### *The role of the monarch*

What, then, is the monarch's role? Many opinions are offered by political and legal experts. Three roles are often mentioned. First, the monarch is the personal embodiment of the government of the country. This means that people can be as critical as they like about the real government, and can argue that it should be thrown out, without being accused of being unpatriotic. Because of the clear separation between the symbol of government (the Queen) and the actual government (the ministers, who are also MPs), changing the government does not threaten the stability of the country as a whole. Other countries without a monarch have to use something else as the symbol of the country. In the USA, for example, one of these is its flag, and to damage the flag in any way is actually a criminal offence.

Second, it is argued that the monarch could act as a final check on a government that was becoming dictatorial. If the government ever managed to pass a bill through Parliament which was obviously terribly bad and very unpopular, the monarch could refuse the royal assent and the bill would not become law. Similarly,



It is possible that if a Prime Minister who had been defeated at a general election (and so no longer commanded a majority in the House of Commons) were to ask immediately for another dissolution of Parliament (so that another election could take place), the monarch could refuse the request and dismiss the Prime Minister.

Third, the monarch has a very practical role to play. By being a figurehead and representing the country, Queen Elizabeth II can perform the ceremonial duties which heads of state often have to spend their time on. This way, the real government has more time to get on with the actual job of running the country.

### *The value of the monarchy*

However, all these advantages are hypothetical. It cannot be proved that only a monarch can provide them. Other modern democracies manage perfectly well without one. The British monarchy is probably more important to the economy of the country than it is to the system of government. Apart from this, the monarchy is very popular with the majority of the British people. The monarchy gives British people a symbol of continuity, and a harmless outlet for the expression of national pride. Even in very hard times it has never seemed likely that Britain would turn to a dictator to get it out of its troubles. The grandeur of its monarchy may have been one of the reasons for this.

Occasions such as the state opening of Parliament, the Queen's official birthday, royal weddings, and ceremonial events such as the changing of the guard make up for the lack of colour and ceremony in most people's daily lives (there is no tradition of local parades as there is in the USA, and very few traditional local festivals survive as they do in other European countries). In addition the glamorous lives of 'the royals' provide a source of entertainment that often takes on the characteristics of a television soap opera. When, in 1992, it became known that Prince Charles and his wife Princess Diana were separating, even the more "serious" newspapers discussed a lot more than the possible political implications. The *Sunday Times* published a "five-page royal separation special".

### *The future of the monarchy*

For the last 250 years, the British monarchy as an institution has only rarely been a burning political issue. Only occasionally has there been debate about the existence of the monarchy itself. Few people in Britain could be described as either "monarchists" or "anti-monarchists", in the sense in which these terms are often used in other countries. Most people are either vaguely in favour or they just don't care one way or the other. There is, however, a great deal of debate about what kind of monarchy Britain should have. During the last two decades of the twentieth century, there has been a general cooling of enthusiasm. The Queen herself remains popular. But the various marital problems in her family have lowered the prestige of royalty in many people's eyes. The problem is that, since Queen Victoria's reign, the public have been encouraged to look up to the royal family as a model of Christian family life.

The change in attitude can be seen by comparing Queen Elizabeth's 25<sup>th</sup>

anniversary as Queen with her 40<sup>th</sup> anniversary. In 1977, there were neighbourhood street parties throughout the country, most of them spontaneously and voluntarily organized. But in 1992, nothing like this took place. On 20 November 1992, a fire damaged one of the Queen's favourite homes to the value of £60 million. There were expressions of public sympathy for the Queen. But when the government announced that public money was going to pay for the repairs, the sympathy quickly turned to anger. The Queen had recently been reported to be the richest woman in the world, so people didn't see why she shouldn't pay for them herself.

It is, in fact, on the subject of money that "anti-royalist" opinions are most often expressed. In the early nineties even some Conservative MPs, traditionally strong supporters of the monarchy, started protesting at how much the royal family was costing the country. For the whole of her long reign Elizabeth II had been exempt from taxation. But, as a response to the change in attitude, the Queen decided that she would start paying taxes on her private income. In addition, Civil List payments to some members of the royal family were stopped. (The Civil List is the money which the Queen and some of her relatives get from Parliament each year so that they can carry out their public duties.)

For most people, the most notable event marking Queen Elizabeth's 40<sup>th</sup> anniversary was a television programme about a year in her life which showed revealing details of her private family life. In the following year parts of Buckingham Palace were, for the first time, opened for public visits (to raise money to help pay for the repairs to Windsor Castle). These events are perhaps an indication of the future royal style - a little less grand, a little less distant.

#### **Discuss the questions:**

1. Why does the British Prime Minister continue to 'advise' and 'request' the Queen, when everybody knows that he or she is really telling her what to do?
2. The attitude of the British people towards their royal family has changed over the last quarter of the twentieth century. In what way has it changed, and what demonstrates that there has been a change? Why do you think this has happened?
3. Would you advise the British to get rid of their monarchy?
4. Do you have a monarch in your country, or someone who fulfils a similar role? If you do, how does their position compare with that of the British monarch? If you don't, do you think your country would benefit from having a figurehead who could perform the functions of a monarch?
5. Are monarchies throughout the world an unwelcome reminder of times when most people were denied political rights and subject to arbitrary rule? Or are they a welcome symbol of national traditions, continuing heritage and social stability?

#### *TEXT 3*

#### **Public Sentiments in Great Britain**

For many decades in Great Britain the question of the Head of State remained taboo, despite other sweeping constitutional reforms. The situation seems to be totally different these days. The British public has strong feelings on the Monarchy as an

institution, the Royal Family and namely – The Queen. For the rest of the world The Queen is a figurehead representing her country; in Britain for many people Queen Elizabeth II and her family are a symbol they can identify with. The British public is obsessed with the details of the royal family's life, and when people feel that The Queen has problems with her children, they see her as a real person with the same worries and anxieties as themselves.

On the government level a special commission, *The Fabian Society*, has been formed to help the monarchy meet the social and political needs of modern Britain. The work of the commission is aimed at the whole series of far-reaching changes. The investigation team is made up of 10 high-profile figures, including former Clerk of the Parliaments Sir Michael Wheeler Booth, constitutional historian Lord Kenneth Morgan, Professor Dawn Oliver, constitutional law expert at University College, London and Labour peer Waheed Alli. The commission took evidence from a range of people – including Buckingham Palace officials. Buckingham Palace said: "The report is a useful contribution to the debate on changes to the monarchy".

The Queen herself is to be asked her views on the future of the monarchy as part of the commission's study. The panel is taking a serious and objective look at the whole subject and is not starting with any biased views. It focuses on the constitutional role of the monarch, the size of the Civil List, The Queen's tax status and the monarchy's relationship with the Church of England. As a part of the massive inquiry into the present and future of the monarchy TV viewers in the UK were given a rare glimpse of The Queen's meetings with the Prime Minister on BBC One.

Despite all troubles, the monarchy is still held in high regard by the majority of voters and any attacks on it, no matter how well-disguised, are bound to backfire. Tony Blair, the Prime Minister is also a committed monarchist and he has resisted all calls for a review of the institution. On the other hand a large number of ministers have republican sentiments and they are ready to speak out. Their demands range from complete abolition of the monarchy to Scandinavian-style reform with the monarch symbolising a more classless society, someone who's "above the political battle". A whole series of social research have also spoken out in favour of change.

In Parliament, the chairman of the Commons public administration select committee has summed up what is probably the majority view by calling for a slimmed down, more modern monarchy. "If we don't do it now I'm afraid the monarchy will not survive the life of the present Queen," he said.

But the message being quietly put out to ministers and loyalists from Downing Street is "keep quiet." It was not always like this. Labour has a deep republican streak running through it and Tony Blair has already abolished the hereditary principle in the House of Lords. And in late 1990-s it was believed a Labour government was ready to redefine the role of the monarchy as well. Today the Labour adopt a liberal view on the issue and silence is the order of the day, though it is becoming increasingly difficult to silence debate on the monarchy.

**1. Find in the text the English equivalents for the following words and expressions:**



- бесклассовое общество;
- убежденный монархист;
- полная ликвидация монархии;
- номинальный глава; лицо, возглавляющее что-л. номинально;
- серьезное исследование настоящего и будущего монархии;
- общественное мнение;
- отменить принцип наследования;
- занимать беспристрастную /объективную позицию;
- придерживаться республиканских взглядов;
- принимать что-л. близко к сердцу;
- быть высокого мнения о ком-л.;
- соответствовать общественным и политическим потребностям;
- пересмотреть роль монархии;
- прямо /без обиняков выступить за реформы;
- внимательно и объективно рассмотреть проблему;

## 2. Answer the questions:

- 1) What makes the British feel so strongly about the royal family?
- 2) What are the activities of *The Fabian Society* aimed at?
- 3) In your opinion, what was the selection of the *The Fabian Society* members based on?
- 4) Who are the respondents of the *The Fabian Society's* research?
- 5) What issues is the research focused on?
- 6) What is the position of the Prime Minister on the issues of Monarchy?

### TEXT 4

#### The Changing Face of the Monarchy

In Britain the monarchy has not always been popular. For many years there were growing republican sentiments. During the reign of Elizabeth II the royal family has undergone considerable changes. The public has become much more informed about the lives of the royal family due to in-depth press coverage. Two of Queen Elizabeth's sons, Prince Charles and Prince Andrew, separated from their wives; both separations occurred amid a flurry of international news. These separations were surrounded by accusations of infidelity and along with the subsequent death of princess Diana damaged the reputation of the royal family. But The Queen seems to have succeeded in making up for all these bad moments.

The personality and family image of The Queen serve to remove the negative feeling. In 1992 The Queen and Prince Charles agreed to pay taxes on their personal income, the first time the monarchy has done so.

The Queen has always been a roving ambassador for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

In the spring of 1997, Her Majesty Elizabeth II launched the first official royal



Web site, with 150 pages of history, information, and trivia. There is a "visitor's page," where both fans and critics of the Crown can voice their opinions about the Web site, comment on matters such as Prince Charles's relationship with Camilla Parker Bowles, and express their grief over Diana's tragic death. The site includes colour pictures of royal residences, historical tidbits, and even details about royal finances. Buckingham Palace claims it's the royal family's way of "making the monarchy more accessible".

### 1. Explain the meaning of the following phrases:

- 1) For many years there were growing republican sentiments.
- 2) The public has become much more informed about the lives of the royal family due to in-depth press coverage.
- 3) The Queen seems to have succeeded in making up for all the bad moments.
- 4) The Queen has always been a roving ambassador for Britain.

### 1. Answer the questions:

- 1) What events in the life of the Royal family damaged the image of monarchy?
- 2) What is the Royal family doing to restore its public image?
- 3) In your opinion, why did The Queen's decision to pay income tax influence the public opinion so much?
- 4) What made Buckingham Palace launch the Royal Website on the Internet?

### 1. Render the following articles into English:

#### Монархия - вне политики

В наше время есть модная, но бездумная точка зрения, которая заключается в том, что институт монархии - анахронизм, не имеющий ценности и обреченный на смерть, что никто не может и не должен получить работу по наследству, что в современном обществе осуществление любой власти должно искать оправдание через выборы, что мы должны постепенно отказаться от монархии и двигаться в направлении нового государственного устройства - республики.

Век почитания авторитетов ушел безвозвратно. Но это еще не значит, что нужно отказаться от наследственного института, который является испытанной частью нашего образа жизни. Поступить так - значит поддаться предрассудку и порвать жизненно важные связи, удерживающие религиозное, социальное, культурное и политическое разнообразие, составляющее Соединенное Королевство.

Монархия - вне политики, что неподвластно выборному главе государства. Монархия сохраняется как устойчивый величественный институт во времена, когда многие реалии старого режима ушли в прошлое. Монархия напоминает нам о позитивных элементах британского характера: служении своему народу, о долге и сдержанности. Все они составляют фундамент цивилизованного общества. Монархия поддерживает традицию, стабильность и, что ободряет больше всего, преемственность. Она тихо и

терпеливо работает для общественного блага...

В странах Содружества - даже в республиках - сохраняется теплое отношение к британской монархии, которое идет дальше простого чувства. Оно приносит значительную прибыль британскому туризму, торговле и усиливает политическое влияние Великобритании.

Подумайте над тем, что случится, если монархия исчезнет. Президент-политикан. Потеря политической нейтральности главы государства. Соединенное Королевство, скорее всего, распадется на отдельные государства. Связи внутри Содружества ослабеют. У благотворительных движений не будет патронов - членов королевской семьи. Это будет Британия, изменившаяся к худшему, страна, лишенная своего самого выразительного достоинства.

Но этого не случится. Мнение большинства ясно и определено: мы довольны монархией - и по-другому не будет.

### **Есть ли будущее у британской монархии?**

Более ста лет назад королева Виктория провозгласила, что монархия не переживет ее больше, чем на 20 лет. Сейчас этот прогноз кажется слишком пессимистичным. Похороны королевы-матери в апреле 2002 года показали, что монархия все еще очень популярна среди простых британцев.

Однако, хотя сторонники республиканского строя находятся в Британии в явном меньшинстве, даже многие убежденные монархисты считают, что давно настало время перемен.

Что же необходимо изменить в королевской власти Британии? Каждый по-своему видит ответ на этот вопрос. Некоторые говорят, что пора отделить англиканскую церковь, главой которой является королева, от государства. Предлагается отменить Закон о престолонаследии 1701 года. Есть люди, которые возмущаются тем, что королева платит только часть налогов. Они требуют, чтобы Елизавета II, как обычный гражданин страны, заплатила налог на наследство, причитающееся ей после смерти матери. В повестке дня, вероятно, стоит и сокращение репрезентативной роли членов королевской семьи - многим надоели постоянные скандалы, которые сопровождают некоторых членов королевской фамилии.

Республиканское меньшинство требует полной отмены монархии. Однако возможно, что разговоры о кардинальных реформах, которые ведутся уже давно, ни к чему не приведут.

На протяжении пяти десятков лет Елизавете II удавалось сохранять любовь и уважение подданных, какая бы партия ни находилась у власти, и какой бы премьер ни возглавлял Кабинет Министров - консерватор Уинстон Черчилль или лейборист Гарольд Уилсон.

Британская монархия, по мнению многих, выжила потому, что старалась идти в ногу со временем. Скорее всего, семья Виндзоров и в будущем сохранит за собой британский трон, который ее представители занимают с 1714 года.

## TEXT 5

### English Monarchy

The continuity of the English monarchy has been interrupted only by the Cromwell republic of 1649-59 although there have been different lines of descent, such as the Stuarts, the Tudors and the Hanoverians. The Crown, as distinct from any particular monarch, is thus one of the oldest secular institutions in Britain. Succession to the throne is still hereditary, but only for Protestants in the direct line of descent.

The monarch has a number of roles, and serves formally as head of state, head of the executive, head of the judiciary, head of the legislature commander-in-chief of the armed forces, and supreme governor of the Church of England. It follows that all ministers and officials of the central government are the monarch's servants, and judges, military officers, peers, and bishops of the Church of England swear allegiance to the Crown. In holding these and other positions, the monarch is said to personify the British state.

In spite of these roles, there are difficulties in defining the precise powers of the monarch, who is supposed to reign but not rule. The monarch is also expected to be politically neutral, and should not be seen to be making political decisions. In order to avoid potential constitutional crises, proposals have often been made that rules concerning the real powers of the monarch should be established. Ideally they would clarify the uncertain elements in the monarch's position, and avoid the dangers of involving the Crown in political controversy.

However, for all practical purposes and since the old executive royal authority has been virtually abolished, the monarch acts only on the advice of political ministers, which cannot be ignored. The monarch cannot make laws, impose taxes, spend public money or act unilaterally. In this sense, contemporary Britain is governed by Her Majesty's Government in the name of the Queen.

Nevertheless, the monarch still performs some important executive and legislative duties, which are essential to the smooth running of government. These include the summoning, opening, Proroguing (or adjourning), and dissolving of Parliament; giving the Royal Assent (or signature) to bills which have been passed by both Houses of Parliament; appointing government ministers and other public figures; granting honours; holding audiences with the Prime Ministers; convening meetings of the Privy Council; giving pardons to some convicted criminals; and fulfilling international duties as head of state. In practice, most of these functions are performed by the monarch on the advice of the Prime Minister or other ministers.

But central power still possessed by the monarch is the choice and appointment of the Prime Minister. Normally and by convention, this person would be the leader of the political party which has a majority in the House of Commons. However, if there is no clear majority or if the political situation is unclear, the monarch could in theory make a free choice. In practice, it appears that advice would be given by the monarch's advisers and leading politicians in order to present a suitable candidate who would be generally acceptable.

The constitutional conventions stipulate that the monarch has the right to be informed of and advised on all aspects of national life by receiving government



documents and meeting with the Prime Minister. The monarch also has the right to encourage, warn and advise ministers. This latter role could be a source of potential power not only in Britain, but also in the Commonwealth of which the monarch is head. It is difficult to know to what extent monarchical advice on formal and informal levels is influential. Some critics suggest that it could be substantial.

The monarch is a permanent fixture in the British political system, unlike temporary politicians, and often has a greater knowledge of domestic and international politics. It seems that the monarchy still has a considerable part to play in the operation of government at various levels. Its practical and constitutional importance is stressed by provisions for the appointment of counsellors of state (or a regent in exceptional cases) to perform royal duties, should the monarch be absent from Britain or unable to carry out public tasks.

Most of the costs of the royal family's official duties are met from public funds. This finance is granted from the Civil List - money which previously had to be debated and approved by Parliament each year, but which from 1990 has been frozen at current levels for a 10-year period. The monarch's private expenses as sovereign come from the Privy Purse - finance which is gathered from the revenues of some royal estates. Any other costs incurred by the monarch as a private individual must come from the Crown's own resources, which are very considerable.

Arguments against the monarchy as a continuing institution in British life maintain that it is out-of-date, non-democratic, too expensive, too exclusive and too closely associated with aristocratic privilege and establishment thinking. It is argued that the monarchy's alleged aloofness from ordinary daily life contributes to class divisions in society and sustains a hierarchical structure. It is also suggested that, if the monarch's functions today are merely ceremonial and lack power or essential point, the office should be abolished and replaced by a cheaper figurehead presidency.

Arguments in favour of the monarchy suggest that it has developed and adapted to modern requirements, and is not remote. It is argued that it serves as a symbol or personification of the state; demonstrates stability and continuity; has a higher prestige than politicians; is not subject to political manipulations; plays a worthwhile role in political institutions; possesses a neutrality with which people can feel secure; and performs an important ambassadorial function in Britain and overseas. The monarchy is also said to reflect family values, and has a certain glamour (some would say soap-opera quality) about it, which is attractive to many people. The British public shows considerable affection for the royal family beyond its representative role. Public opinion polls from time to time demonstrate majority support for the institution of monarchy as against a republican alternative. But the polls also suggest that the monarchy should adapt more to changes in society; that less public money should be spent on it; and that its income should be subject to income tax.



## Give a summary of the text "English Monarchy"

### LISTENING COMPREHENSION

#### Monarchy

##### I. Before-listening task

###### Discuss the following:

British Kings and Queens have very little official power anymore, but they still have a lot of influence with the British people. Does your home country have a king or queen? How much power does he or she have? Or, did your home country have a king or queen in the past? What do you think of him or her? Is it good to have a king or queen? Why (not)?

##### II. While-listening task

###### Fill in the gaps in the text:

Do \_\_\_\_\_ monarchy in the 21st Century? It's such a strange idea. \_\_\_\_\_ a democratic idea. No one votes for someone to be king or queen. When a prince or princess is born, he or she automatically has \_\_\_\_\_. This is not fair. I had to study and work very hard just \_\_\_\_\_ job, with not much money. Those in a monarchy are \_\_\_\_\_. They never really have to lift a finger. The strange \_\_\_\_\_ people \_\_\_\_\_ monarchy like their king and queen. Take the United Kingdom, for example. Around 80 per cent of British people support their monarchy. I suppose it's good for tourism. I wouldn't \_\_\_\_\_ part of a royal family.

##### III. After-listening task

Make your own English lesson on monarchy. Make sure there is a good mix of things to do. Find some good online activities. Teach the class / another group when you have finished.

#### Monarchy: Pros and Cons

##### I. Before-listening task

###### Answer the question:

Can you name any of Queen Elizabeth's children or grandchildren?

##### II. While-listening tasks

1. Listen to Gary, Emma and Linda giving their views on the monarchy and answer the question:

Who supports the monarchy, who opposes it and who has no strong feelings about it?

2. Listen again and complete the sentences in the most appropriate way.

1) Gary has a good opinion of:

- a. the Queen and all her children.
- b. the Queen and one of her children.

c. the Queen 's children, but not the Queen.

**2) Emma wants the royal family:**

a. to pay for themselves.

b. to be abolished.

c. to be more modern.

**3) Linda thinks the monarchy will survive because:**

a. the young generation are very popular.

b. the Queen works very hard.

c. they never have any problems.

**III. After-listening task**

**Discuss the following:**

Which other countries still have a monarchy? Do you think there is any place for kings and queens in the 21<sup>st</sup> century?

**Henry VIII**

**I. Before-listening task**

Read the following text about the famous English king, Henry the Eighth, ignoring the gaps at this stage.

**King Henry VIII** Henry was born in 1491 and reigned from 1509 until his death in 1547.

**Henry's wives** Henry had six wives:

1 (a) \_\_\_\_\_. Their marriage lasted 24 years but produced only one child, Mary. Desperate for a male heir, Henry sought permission from the Pope to divorce Catherine and remarry. The Pope refused and so Henry broke with the Catholic Church in Rome and (1) \_\_\_\_\_ her nonetheless.

2 Anne Boleyn. Their three-year marriage produced a daughter who would later become Queen Elizabeth I. Henry accused Anne of infidelity and she was (2) \_\_\_\_\_

3 (b) \_\_\_\_\_. She died giving birth to a son, Edward, who would succeed Henry.

4 Anne of Cleves. Their marriage was short-lived and they (3) \_\_\_\_\_ within six months.

5 Catherine Howard. She was thirty years younger than Henry and a cousin of Anne Boleyn. She shared the same fate: Henry believed her unfaithful and had her beheaded

6 (c) \_\_\_\_\_. She (4) \_\_\_\_\_ Henry.

**Henry's character and lifestyle** He led (5) \_\_\_\_\_ lifestyle and enjoyed entertaining. He loved food and music and was said to have composed the song *Greensleeves*.

**The(6) \_\_\_\_\_ of the Monasteries** In 1536 Henry was short of money and so ordered the closure of all 200 monasteries in England. The buildings were (7) \_\_\_\_\_ and their land and property were confiscated.

### II. While-listening tasks

1. Simone and Richard were asked to remember as much as they could about Henry. Listen to Simone and complete gaps *a*, *b*, and *c* in the text with the names of the wives in the box.

- |                     |
|---------------------|
| Catherine Parr      |
| Catherine of Aragon |
| Jane Seymour        |

2. Try and complete the gaps 1-7 in the text above with the words in the box. Listen to Simone again to check.

- |          |           |             |
|----------|-----------|-------------|
| beheaded | destroyed | Dissolution |
| divorced | divorced  | extravagant |
| survived |           |             |

3. Now listen to Richard talking about Henry. Identify and correct five errors in what he says.

**Incorrect**

**Correct**

- |         |       |
|---------|-------|
| 1 _____ | _____ |
| 2 _____ | _____ |
| 3 _____ | _____ |
| 4 _____ | _____ |
| 5 _____ | _____ |

### III. After-listening task

Read these extracts from Simone's account. Then look at the tapescript of Richard's account on and find the words or phrases he uses that correspond to the words in *italics*.

- 1 ... Henry the Eighth is most *famous* for the fact that ... \_\_\_\_\_
- 2 ... he was *known for having a very extravagant style*, ... \_\_\_\_\_
- 3 ... I *remember* learning at school ... \_\_\_\_\_
- 4 ... in the *correct order*, ... \_\_\_\_\_
- 5 ... I've always found that quite *useful* ... \_\_\_\_\_
- 6 ... *breaking away from* the Catholic Church ... \_\_\_\_\_
- 7 ... he actually *burned* and destroyed ... \_\_\_\_\_

## Queen Elizabeth II

### 1. Before-listening tasks

1. Answer the questions:

- 1) What do you know about Queen Elizabeth II?
- 2) Would you like to meet Queen Elizabeth II?

3) What would you like to know about Queen Elizabeth II and why?

**2. Match the words on the left with their synonyms on the right:**

- |               |                  |
|---------------|------------------|
| 1) throughout | a. leader        |
| 2) ruled      | b. adjusted      |
| 3) adapted    | c. ruler         |
| 4) besides    | d. around        |
| 5) monarch    | e. been in power |
| 6) head       | f. apart from    |
| 7) expected   | g. perfect       |
| 8) received   | h. opinions      |
| 9) tour       | i. role          |
| 10) position  | j. supposed      |
| 11) views     | k. trip          |
| 12) ultimate  | l. got           |

**II. While-listening tasks**

**1. Fill in the gaps in the text:**

Queen Elizabeth II is \_\_\_\_\_ the world. She is the Queen of sixteen countries but lives in the United Kingdom. \_\_\_\_\_ over the UK for over a thousand years. She holds \_\_\_\_\_ her 129 million subjects, but rarely gets involved with politics. She is a hard-working Queen who has adapted to world \_\_\_\_\_.

Elizabeth has many other \_\_\_\_\_ monarch. She is Head of the Commonwealth (the collection of 16 nations), Supreme Governor of the Church of England, Chief of Fiji and \_\_\_\_\_ of the UK armed forces. She married a Greek prince in 1947. Her \_\_\_\_\_ the Duke of Edinburgh.

Elizabeth was born in London in 1926. She was \_\_\_\_\_ throne and \_\_\_\_\_ become queen. She was on safari in Kenya when \_\_\_\_\_ her father had died and she was the new Queen. She was crowned in 1953 and soon after the ceremony \_\_\_\_\_ world tour to visit her people.

Elizabeth has always taken her position as Queen \_\_\_\_\_. She has never given a press interview, and no one \_\_\_\_\_. She has been \_\_\_\_\_ throughout her working life. Even her dress has stayed conservative. She is famous for her plain-coloured coats. She continues \_\_\_\_\_ events as part of her public role.

**2. Number these lines in the correct order:**

- ( ) \_\_\_\_\_ the new Queen. She was crowned in 1953 and soon after the ceremony she
- ( ) \_\_\_\_\_ become queen. She was on safari in Kenya when she received news that her father had died and she was



interview, and no one knows her political views. She has been the ultimate professional throughout her of 16 nations), Supreme Governor of the Church of England, Chief of Fiji and head of many parts of the UK armed forces. She married has adapted to world changes over six decades. power over her 129 million subjects, but rarely gets involved with politics. She is a hard-working Queen who went on a six-month world tour to visit her people. plain-coloured coats. She continues to attend many cultural events as part of her public role.

Elizabeth has many other positions besides being a monarch. She is Head of the Commonwealth (the collection working life. Even her dress has stayed conservative. She is famous for her

Elizabeth was born in London in 1926. She was third in line to the throne and never expected to

Queen Elizabeth II is well known throughout the world. She is the Queen of sixteen countries but

Elizabeth has always taken her position as Queen extremely seriously. She has never given a press

a Greek prince in 1947. Her husband is known as the Duke of Edinburgh.

lives in the United Kingdom. Her ancestors have ruled over the UK for over a thousand years. She holds enormous

### *III. After-listening task*

Write a magazine article about Queen Elizabeth II. Include an imaginary interview with her. Write about what she does every day and what she thinks about. Read what you wrote to your groupmates in the next lesson. Give each other feedback on your articles.

### WATCHING THE FILM

#### **“The King’s Speech”**

##### *1. Before watching the film*

##### **1. Skim the following text:**

What is it like to serve as the royal monarch, a public figure who has to balance the demands of the world he or she lives in with centuries of traditions and expectations? How does the king or queen balance loyalty to the Crown and nation with loyalty to his or her personal beliefs? How does the public influence the monarch?

The British royal monarch plays an important role in the life of his or her nation. As head of state, the monarch represents Great Britain to the world, but to the people, the monarch also provides a focus of national identity, an embodiment of national values, a source of confidence in turbulent times, and an inspiration to public

service.

Over the past several centuries, the powers of the British monarch (the king or queen of Great Britain) have been gradually eliminated. British kings and queens can no longer declare war, collect taxes, or pass laws. Democratically elected officials – not monarchs – are now responsible for government decision-making. Instead of acting as ruler, the monarch is now supposed to work as a symbol of national stability and culture as well as promote national pride and national perseverance in difficult times.

This puts the British monarchy in a precarious position: the monarchy is an undemocratic institution, but it is supposed to represent the nation. For this reason, the monarch must have the respect and love of the people to successfully complete his or her responsibilities.

When Elisabeth II was born nobody knew she would be queen. Her grandfather, King George V, had six children. He left a career he enjoyed as a naval officer in 1892 when he became heir to the throne upon his brother's death. He returned home and married, and later became king in 1910. In 1917 during World War I, anti-German sentiment led King George V to change the family name from the Germanic Saxe-Coburg-Gotha to Windsor. George V started an annual tradition in 1932 by delivering a Royal Christmas speech on the radio. It was believed that he was persuaded to do this because it was what his people wanted. In 1936 King George died. When his coffin with the crown on top of it was carried through the streets on a horse-drawn carriage, the crown fell. Many people thought it was a bad sign. Indeed, 1936 became "the year of three kings".

His eldest son, Edward, was the next in line to be king and Elisabeth's father, Albert, was only second child. Edward took the throne upon his father's death. Because he had fallen in love with a married (and subsequently divorced) American named Wallis Simpson, who would not have been acceptable as queen, Edward abdicated less than one year after becoming king and married his love in 1937. It was not an easy choice for Edward, but he made it. He preferred Wallis to the crown. During World War II, he lived in Paris and Lisbon before being appointed governor of the Bahamas. He remained abroad for the duration of his life.

Edward's abdication left his younger brother Albert next in line for the throne. Albert, who took the name George VI, never anticipated and, it is believed, never wanted to be king. Albert, or Bertie, as his friends called him, was rather shy, he stammered, and all his life it was difficult for him to make speeches. When Albert inherited the British throne in 1936, the challenges facing the monarchy were grave. The conduct of his older brother David had damaged the reputation of the monarchy at a time when long-standing monarchies across Europe were being abolished. Many people believed the British monarchy would (or should) be abolished. As well, the prospect of a world-wide war added to people's fears. The prospect of war also guaranteed that Bertie – a terrible public speaker – would be required to give frequent speeches in order to promote national perseverance. Albert had a fear of public speaking due to a speech impediment. He saw many doctors, and spent years working with a speech therapist to help him develop his speech and overcome his fear. Like

his father, George VI was well-liked by the public and made numerous visits to troops and hospitals during the war.

#### 6. Discuss the suggested questions:

- Are monarchs nothing more than symbolic figureheads with little or no influence?
- How do you think being royalty affected each king's decision—George V to change the family name, Edward to abdicate, and Albert/George VI to seek speech therapy?
- Should Britain have an elected head of state, like many other Western democracies?

#### 7. Read the synopsis of the film:

After the death of his father King George V (Michael Gambon) and the scandalous abdication of King Edward VIII (Guy Pearce), Bertie (Colin Firth) who has suffered from a debilitating speech impediment all his life, is suddenly crowned King George VI of England. With his country on the brink of war and in desperate need of a leader, his wife, Elizabeth (Helena Bonham Carter), the future Queen Mother, arranges for her husband to see an eccentric speech therapist, Lionel Logue (Geoffrey Rush). After a rough start, the two delve into an unorthodox course of treatment and eventually form an unbreakable bond. With the support of Logue, his family, his government and Winston Churchill (Timothy Spall), the King will overcome his stammer and deliver a radio-address that inspires his people and unites them in battle. Based on the true story of King George VI, *THE KING'S SPEECH* follows the Royal Monarch's quest to find his voice.

#### 10. While watching the film

1. Write Russian equivalents to the following English words and phrases. Use them in sentences of your own:

(abdicate; to abdicate) to resign; ambassador; across the nation; to levy a tax; time of day; to govern; to crown; to be on air; predecessor; to be at war; heir to the throne; (inaugural; resignation) to declare one's allegiance to someone.

#### 2. Explain the meaning of the following words and phrases:

humble servant; to take the oath; the seat of all authority; my people; knighthood; Long live the King; the head of the Church; to succeed someone; to renounce the throne; to declare a war; to discharge one's duty; a state of war; wartime speech; public speaking; to push someone off the throne; to form a government.

#### 11. After watching the film

1. Identify the characters who said the following. Be ready to say under what circumstances the phrases were uttered.

• "I don't have a "hubby". We don't pop, and nor do we ever talk about our private lives"

• "I'm sorry Mrs. Johnson. My game, my turf, my rules"

• "I think our dramatic society is looking for someone slightly younger"

• "Waiting for me to commence a conversation, one can wait rather a long wait"



- "Only my family uses that"
- "In here, it's better if we're equals"
- "I bet that you can read flawlessly, right here, right now, and if I win the bet, I get to ask you more questions"
- "Easy when you know how"
- "Sit up. Straight back, face boldly up to the bloody thing and stare it square in the eye as would any decent Englishman"
- "In the past, all a king had to do was look respectable in uniform and not fall off his horse"
- "We're not a family. We're a firm"
- "No divorced person can ever be received at court"
- "I came at invitation of the king"
- "Kinging is a precarious business these days"
- "She's filing a petition for divorce"
- "I will do anything in my power to keep my brother on the throne"
- "Prime Minister Baldwin may deny this but Hitler's intent is crystal clear"
- "No training, no qualifications, just a great deal of nerve!"
- "You've saddled this country with a voiceless King!"
- "My concern is for the head on which I place the crown"
- "Neville Chamberlain will take my place as Prime Minister"

## **2. Answer the questions on the content of the film:**

- 1) What happened when the Duke of York gave his 1925 speech at Wembley Stadium?
- 2) What pseudonym did Bertie and Elizabeth use?
- 3) How did Bertie want to be addressed?
- 4) Where was Lionel Logue from?
- 5) How old was Bertie when he started to stammer?
- 6) How was Prince Albert treated by his nurse when he was a young boy?
- 7) How would you describe the King's commitment to working with his speech therapist?
- 8) How would you describe the turmoil in his life when Albert, the Duke of York, became King George VI?
- 9) How did Lionel Logue help WWI soldiers who came home with damaged voices?

## **3. Discuss the questions:**

- 1) Both Lady Elizabeth Bowes-Lyon, who becomes Queen Elizabeth, and the eccentric speech therapist, Lionel Logue, are instrumental in helping King George VI so that his speech challenges didn't debilitate him. How would you characterize the queen and Logue?
- 2) Do you think Edward felt compelled to abdicate or wanted to step down?
- 3) Why was it so important for King George VI to find his voice and be prepared for the moment when a leader must connect with his/her people through the spoken word? Why couldn't the king simply issue a proclamation on this occasion?



- 4) What do his voice, his character, and what his people feel toward him add to the message?
- 5) What life lesson can we learn from the way King George VI dealt with his daughter?
- 6) How do your country's leaders represent their loyalty to the citizens?
- 7) Aside from the political responsibilities, how do you think the positions of your country's president and the British royal monarch are alike and different?

**1. Make a Power Point presentations on the following themes:**

*A leader's voice and character play an integral role in his or her ability to effectively deliver a speech that resonates with people.* Select and make an analysis of XX-XXI century political leaders' famous speeches.

Several countries in contemporary society have monarchies. Some are constitutional; others are not. Do research on the monarchies that exist today. *What role do these monarchs play? Are they figureheads or do they exercise governmental power?*

**TEXT 6**

**Parliament**

The activities of Parliament in Britain are more or less the same as those of the Parliament in any western democracy. It makes new laws, gives authority for the government to raise and spend money, keeps a close eye on government activities and discusses those activities.

The British Parliament works in a large building called the Palace of Westminster (popularly known as "the Houses of Parliament"). This contains offices, committee rooms, restaurants, bars, libraries and even some places of residence. It also contains two larger rooms. One of these is where the House of Lords meets, the other is where the House of Commons meets. The British Parliament is divided into two "houses", and its members belong to one or other of them, although only members of the Commons are normally known as MPs (Members of Parliament). The Commons is by far the more important of the two houses.

*The atmosphere of Parliament*

The design and layout of the meeting room of the House of Commons differ from the interior of the parliament buildings in most other countries. These differences can tell us a lot about what is distinctive about the British Parliament.

There are just two rows of benches facing each other: the government benches, where the MPs of the governing party sit and the opposition benches. According to where they sit, MPs are seen to be either "for" the government (supporting it) or against it. This physical division is emphasized by the table on the floor of the House between the two rows of benches. The Speaker's chair, which is raised some way off the floor, is also here. From this commanding position, the Speaker chairs (that is, controls) the debates. The arrangement of the benches encourages confrontation between government and opposition. It also reinforces psychologically the reality of the British two-party system. There are no "crossbenches" for MPs who belong

neither to the governing party nor the main opposition party. In practice, these MPs sit on the opposition benches furthest from the Speaker's chair.

The Commons has no "front", no obvious place from which an MP can address everybody there. MPs simply stand up and speak from wherever they happen to be sitting. There are no desks for the MPs. The benches where they sit are exactly and only that - benches, just as in a church. This makes it physically easy for them to drift in and out of the room, which is something that they frequently do during debates. The House is very small. In fact, there isn't enough room for all the MPs. There are more than 650 of them, but there is seating for less than 400. A candidate at an election is said to have won a "seat" in the Commons, but this 'seat' is imaginary. MPs do not have their "own" place to sit. No names are marked on the benches. MPs just sit down wherever (on 'their' side of the House) they can find room.

All these features result in a fairly informal atmosphere. Individual MPs, without their own "territory" (which a personal seat and desk would give them), are encouraged to co-operate. Moreover, the small size of the House, together with the lack of a podium or dais from which to address it, means that MPs do not normally speak in the way that they would at a large public rally. MPs normally speak in a conversational tone, and because they have nowhere to place their notes while speaking, they do not normally speak for very long either! It is only on particularly important occasions, when all the MPs are present, that passionate oratory is sometimes used.

One more thing should be noted about the design of the House of Commons. It is deliberate. Historically, it was an accident: in medieval times, the Commons met in a church and churches of that time often had rows of benches facing each other. But after the House was badly damaged by bombing in 1941, it was deliberately rebuilt to the old pattern (with one or two modern comforts such as central heating added). This was because of a belief in the two-way "for and against" tradition, and also because of a more general desire for continuity.

The ancient habits are preserved today in the many customs and detailed rules of procedure which all new MPs find that they have to learn. The most noticeable of these is the rule that forbids MPs to address one another directly or use personal names. All remarks and questions must go "through the Chair". An MP who is speaking refers to or asks a question of "the honourable Member for Winchester" or "my right honourable friend". The MP for Winchester may be sitting directly opposite, but the MP never says "you". These ancient rules were originally formulated to take the 'heat' out of debate and decrease the possibility that violence might break out. Today, they lend a touch of formality which balances the informal aspects of the Commons and further increases the feeling of MPs that they belong to a special group of people.

### *An MP's life*

The comparative informality of the Commons may partly result from the British belief in amateurism. Traditionally, MPs were not supposed to be specialist politicians. They were supposed to be ordinary people giving some of their time to

representing the people. Ideally, they came from all walks of life, bringing their experience of the everyday world into Parliament with them. This is why MPs were not even paid until the early twentieth century. Traditionally, they were supposed to be doing a public, not making a career for themselves, of course, this tradition meant that only rich people could afford to be MPs so that, although they did indeed come from a wide variety of backgrounds, these were always backgrounds of power and wealth. Even now, British MPs do not get paid very much in comparison with many of their European counterparts. Moreover, by European standards, they have incredibly poor facilities. Most MPs have to share an office and a secretary with two or more other MPs.

The ideal of the talented amateur does not, of course, reflect modern reality. Politics in Britain in the last forty years has become professional. Most MPs are full-time politicians, and do another job, if at all, only part-time. But the amateur tradition is still reflected in the hours of business of the Commons. They are "gentleman's hours". The House does not sit in the morning. This is when, in the traditional ideal, MPs would be doing their ordinary work or pursuing other interests outside Parliament. From Monday to Thursday, the House does not start its business until 14.30 (on Friday it starts in the morning, but then finishes in the early afternoon for the weekend). It also gives itself long holidays: four weeks at Christmas, two each at Easter and Whit sun (Pentecost), and about eleven weeks in the summer (from the beginning of August until the middle of October).

But this apparently easy life is misleading. In fact, the average modern MP spends more time at work than any other professional in the country. From Monday to Thursday, the Commons never "rises" (i.e. finishes work for the day) before 22.30 and sometimes it continues sitting for several hours longer. Occasionally, it debates through most of the night. The Commons, in fact, spends a greater total amount of time sitting each year than any other Parliament in Europe.

MPs' mornings are taken up with committee work, research, preparing speeches and dealing with the problems of constituents (the people they represent). Weekends are not free for MPs either. They are expected to visit their constituencies (the areas they represent) and listen to the problems of anybody who wants to see them. It is an extremely busy life that leaves little time for pursuing another career. It does not leave MPs much time for their families either. Politicians have a higher rate of divorce than the (already high) national average.

### *Parliamentary business*

The basic procedure for business in the Commons is a debate on a particular proposal, followed by a resolution which either accepts or rejects this proposal. Sometimes the resolution just expresses a viewpoint, but most often it is a matter of framing a new law or of approving (or not approving) government plans to raise taxes or spend money in certain ways. Occasionally, there is no need to take a vote, but there usually is, and at such times there is a 'division'. That is, MPs have to vote for or against a particular proposal. They do this by walking through one of two corridors at the side of the House - one is for the 'Ayes' (those who agree with the proposal) and



the other is for the 'Noes' (those who disagree).

But the resolutions of the Commons are only part of its activities. There are also the committees. Some committees are appointed to examine particular proposals for laws, but there are also permanent committees whose job is to investigate the activities of government in a particular field. These committees comprise about forty members and are formed to reflect the relative strengths of the parties in the Commons as a whole. They have the power to call certain people, such as civil servants, to come and answer their questions. They are becoming a more and more important part of the business of the Commons.

### *The party system*

Britain is normally described as having a 'two-party system'. This is because, since 1945, one of the two big parties has, by itself, controlled the government, and members of these two parties have occupied more than 90% of all of the seats in the House of Commons. Moreover, this is not a peculiarly modern phenomenon. Basically the same situation existed throughout the nineteenth century, except that the Liberals, rather than Labour, were one of the two big parties. The Labour party was formed at the start of the twentieth century and within about thirty years had replaced the Liberals in this role.

One reason for the existence of this situation is the electoral system. The other is the nature of the origin of British political parties. Britain is unlike most other countries in that its parties were first formed inside Parliament, and were only later extended to the public at large. During the eighteenth century Members of Parliament tended to divide themselves into two camps, those who usually supported the government of the time and those who usually did not. During the nineteenth century it gradually became the habit that the party which did not control the government presented itself as an alternative government. This idea of an alternative government has received legal recognition. The leader of the second biggest party in the House of Commons (or, more exactly, of the biggest party which is not in government) receives the title "Leader of Her Majesty's Opposition" and even gets a salary to prove the importance of this role. He or she chooses a "shadow cabinet", thereby presenting the image of a team ready to fill the shoes of the government at a moment's notice.

As a result of these origins, neither party existed solely to look after the interests of one particular group (although some groups in society were naturally more attracted to one of the two parties than the other). Furthermore, although they could be distinguished by certain broad differences in their outlooks on life, the two parties did not exist to promote single, coherent political philosophies. The main reason for their existence was to gain power by forming effective coalitions of interest-groups and individuals.

Although the Labour party was formed outside Parliament, and, as its name implies, did exist to promote the interests of a particular group (the working class), it soon fitted into the established frame work. It is very difficult for smaller parties to challenge the dominance of the bigger ones. If any of them seem to have some good



ideas, these ideas tend to be adopted by one of the three biggest parties, who all try to appeal to as large a section of the population as possible.

The fact that the party system originated inside Parliament has other consequences. Parties do not, as they do in many other countries, extend into every area of public and social life in the country. Universities, for example, each have their Conservative, Labour and Liberal Democrat clubs, but when there is an election for officers of the student union, it is not normally fought according to national party divisions. The same is true of elections within trade unions.

Another consequence is that it is usually a party's MPs who have the most control over party policy and the biggest influence on the choice of party leader. This does not mean that the parties are undemocratic. Their members who are not MPs can have an effect on policy in a number of ways. First, they can make their views known at the annual party conference. In the case of the three main parties, this takes place in the autumn and lasts about a week. Second, the local party has the power to decide who is going to be the party's candidate for MP in its area at the next election. However, these powers are limited by one important consideration - the appearance of unity. Party policies are always presented as potential government policies, and a party's leading MPs are always presented as potential ministers. If you want to look like a realistic potential government, you don't want to show the public your disagreements. Party conferences are always televised. As a result they sometimes tend to be showcases whose main purpose is not so much to debate important matters as to boost the spirits of party members and to show the public a dynamic, unified party. Similarly, if local party members decide not to re-select the present MP as their candidate in an election, it betrays disagreement and argument. Therefore, party members do not like this happening and most MPs can be sure that their local party will choose them again at the next election.

### *The House of Lords*

A unique feature of the British parliamentary system is its hereditary element. Unlike MPs, members of the House of Lords (known as "peers") are not elected. They are members as of right. In the case of some of them, this "right" is the result of their being the holder of an inherited aristocratic title. The House of Lords is therefore a relic of earlier, undemocratic, times. The fact that it still exists is perhaps typically British. It has been allowed to survive but it has had to change, losing most of its power and altering its composition in the process.

The House of Lords (like the monarchy) has little, if any, real power any more. All proposals must have the agreement of the Lords before they can become law. But the power of the Lords to refuse a proposal for a law which has been agreed by the Commons is now limited. After a period which can be as short as six months the proposal becomes law anyway, whether or not the Lords agree.

The composition of the Lords has changed since 1958, when it became possible to award "life peerages" through the honours system. Entitlement to sit in the Lords does not pass to the children of life peers. The life peerage system has established itself as a means of finding a place in public life for distinguished retired

politicians who may no longer wish to be as busy as MPs in the Commons, but who still wish to voice their opinions in a public forum. At the time of writing, four of the last five Prime Ministers, as well as about 300 past ministers and other respected politicians have accepted the offer of a life peerage. Political parties are, in fact, especially keen to send their older members who once belonged to the leadership of the party to the House of Lords. It is a way of rewarding them with prestige while at the same time getting them out of the way of the present party leaders in the Commons, where their status and reputation might otherwise create trouble for party unity. Informally, this practice has become known as being "kicked upstairs". As a result of the life peerage system there are more than 300 people in the House of Lords who are not aristocrats and who have expertise in political life. In fact, as a result of recent reforms, these life peers now form a majority at its sittings.

The modern House of Lords is a forum for public discussion. Because its members do not depend on party politics for their position, it is sometimes able to bring important matters that the Commons has been ignoring into the open. More importantly, it is the place where proposals for new laws are discussed in great detail much more detail than the busy Commons has time for - and in this way irregularities or inconsistencies in these proposals can be removed before they become law. More important still, it is argued, the Lords is a check on a government that, through its control of the Commons, could possibly become too dictatorial. Few people in politics are perfectly happy with the present arrangement. Most people agree that having two Houses of Parliament is a good idea, and that this second house could have a more useful function if it were constituted in a different way (without the hereditary element). However, at this time, nobody can agree on what would be the best way to reform the composition of the second house, and so, despite recent reforms which have reduced the hereditary element, it remains as a fascinating (but valuable) anachronism in a modern state.

**Discuss the questions:**

1. Where would an MP of the Scottish Nationalist party probably sit in the House of Commons?
2. In what ways do the seating arrangements, general facilities and pay for British MPs differ from those of parliamentary representatives in your country? Why are they different?
3. Many MPs in modern times are experts in various fields of government. Because of the complexity of modern government, this is something which seems to be necessary. But it could be said to have disadvantages, too. What do you think these disadvantages are?
4. When the Commons decide to vote, they do not vote immediately. Instead, a "division bell" rings throughout the Palace of Westminster, after which MPs have ten minutes in which to vote. Why?
5. Many of the members of the House of Lords are hereditary aristocrats. Why do the British put up with such an undemocratic element in their parliamentary system?

## TEXT 7

### Parliament: House of Commons

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy, meaning that it is officially "ruled" by a monarch whose powers are controlled by constitutional law. In reality, the monarch is a powerless symbolic figurehead and the country is governed by its legislature: a Parliament made up by the House of Commons and the House of Lords. Although Britain has a parliamentary system and the Prime Minister, the *de facto* head of government, is supposed to simply be the executive of a ruling political party. More concisely, the monarch is head of state while the prime minister is the head of government compared to a nation like the US where the head of state and head of government are the same person.

An extremely important thing to note about the British government is that it is more or less synonymous with Parliament (the Civil Service notwithstanding): all authority flows from Westminster. Beyond that, Parliament theoretically holds absolute power: any law passed by Parliament may be repealed by Parliament at any time for any reason. This setup is a result of the English Civil War (1641–51), the result of which was the monarchy handing over all its power (which in the Tudor era had been *de facto* absolute) to Parliament.

The House of Commons is staffed by Members of Parliament (MPs) who are elected by each constituency. These are similar to a Congressional district in the US—a large city will have multiple constituencies. A constituency is represented by a single MP. Each of these constituencies will have an individual name. Every decade or so, the boundaries are re-drawn by the non-partisan Boundary Commission, which does take representations from the parties.

The House of Commons is elected for a period of 5 years (elections used to be called at any earlier time at the Prime Minister's whim, but this practice has been recently abolished in favour of fixed-term Parliaments) or can be earlier if the government loses a vote of confidence. MPs are elected on the basis of the candidate winning the most votes is declared the winner, even if they only have one more vote than the next candidate when there are multiple candidates; i.e. it is not necessary to win more than 50% of the votes cast.

Results are only given for the whole constituency, not individual wards. When boundaries change, the "results" of the previous election for the new seats are estimated by the media from local council results.

When in the Commons, MPs are not addressed by each other by name, but as "The Honourable Member for [name of constituency]" / "My Honourable friend" for someone from your own party, or "The Honourable gentleman/lady" for people not in your party. There are some varying titles, such as "Right Honourable", used for members of the Privy Council, and "Learned" (pronounced "learn-ed") for MPs who are also barristers.

Parliamentary debates and question times are far more rowdy than the (modern) United States Congress, with creative insults being the order of the day. The chamber is presided over by the Speaker or one of his/her deputies. The Speaker



is a non-partisan figure (once elected Speaker, they drop their party affiliation, and ascend to the Lords after retiring as an MP), and during debates in the Commons, all remarks are addressed to the Speaker; speaking directly to your opposite number and using words like "you" gets you a slapped wrist. The Speaker, in a tie, will nearly always vote to keep debate open and will almost never vote for a bill, as doing so would create a majority where one did not exist; the main exception is if the bill is a confidence or supply measure—i.e., if the bill fails, the government collapses and either a new PM and new government must be chosen or new elections must be held—in which case the Speaker will generally vote in favor.

There are 650 elected MPs, all but two of whom are also members of a political party. Westminster is most near to a "two-and-a-half party" system, with the dominant parties being Labour and the Conservatives, and the perpetual third party the Liberal Democrats.

The party that can command a majority is the ruling party. Their elected leader, chosen by the party through varying methods, then chooses a cabinet of which he/she serves as *primus inter pares* (first among equals). These men and women are responsible for various departments of government; there are currently 27 cabinet members who hold 42 positions.

Below these people are the Ministers of State and the Parliamentary Under-Secretaries of State. Below them are the Parliamentary Private Secretaries (PPS), who are unpaid lackeys for the Cabinet members. They sit behind the front bench at Prime Minister's Questions, with the result that the camera cuts their heads off. Those who are not chosen or refuse offers for the Cabinet or for junior ministerial office are called "backbenchers", as opposed to those who sit on the Government "front bench".

The official title of the largest party that is not in Government is "Her Majesty's Loyal Opposition", and their job description is to question and hold to account "Her Majesty's Government" to ensure that any policies have been well thought-out. The leader of the largest party out of government is also known as "The Leader of the Opposition" and is a member of the Privy Council. The Opposition party will also select a cabinet, known as a Shadow Cabinet. Despite sounding very cool, this cabinet does not do anything in practical terms. Instead, their job is to call on their cabinet counterpart during meetings in the Commons, typically to question their decisions.

The House of Commons plays the major role in law making. The procedure is the following: a proposed law ("a bill") has to go through three stages in order to become an act of Parliament; these are called "readings". The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill; it is examination by parliamentary committee. And the third reading is a report stage, when the work of the committee is reported on to the house. This is usually the most important stage in the process. When the bill passes through the House of Commons, it is sent to the House of Lords for discussion, when the Lords agree it, the bill is taken to the Queen for royal assent, when the Queen signs the bill, it becomes act of the Parliament and the Law of the Land.



**1. Answer the questions:**

- 1) What is the most important authority in Great Britain?
- 2) Is the Monarch expected to be politically active?
- 3) How are the Members of Parliament elected?
- 4) What are the main political parties in Great Britain?
- 5) What are the functions of the House of Commons?

**2. Do the multiple-choice test:**

**1) Which of the parties mentioned below are the two dominant ones in the British political system?**

- a. Labour and Conservatives
- b. Liberal Democrats and Protestants
- c. Democrats and Republicans
- d. Liberal Democrats and Labour
- e. Conservatives and Social Democrats

**2) How many Cabinet members are there currently?**

- a. 42
- b. 650
- c. 27
- d. two-and-a-half
- e. 3

**3) Find the right hierarchical order of positions:**

- a. Cabinet members, Ministers of State, the Parliamentary Under-Secretaries of State, the Parliamentary Private Secretaries
- b. Ministers of State, Cabinet members, the Parliamentary Private Secretaries, the Parliamentary Under-Secretaries of State
- c. the Parliamentary Private Secretaries, the Parliamentary Under-Secretaries of State, Ministers of State, Cabinet members
- d. the Parliamentary Under-Secretaries of State, Ministers of State, Cabinet members, the Parliamentary Private Secretaries
- e. Cabinet members, the Parliamentary Private Secretaries, Ministers of State, the Parliamentary Under-Secretaries of State

**4) Those who are not chosen or refuse offers for the Cabinet or for junior ministerial office are called**

- a. "Her Majesty's Loyal Opposition"
- b. "Shadow cabinet"
- c. "frontbenchers"
- d. "backbenchers"
- e. "The Leader of the Opposition"

**5) "The Leader of the Opposition" is...**

- a. the elected leader of the ruling party
- b. a member of the Privy Council
- c. Prime Minister
- d. Under-Secretary of State

e. the Parliamentary Private Secretary

**6) Prime Minister is...**

- a. "The Leader of the Opposition"
- b. a member of the Privy Council
- c. the elected leader of the ruling party
- d. a member of the ruling party
- e. a member of any of the two dominant parties

**7) What is the precise name of a proposed law?**

- a. Act
- b. Bill
- c. Law of the Land
- d. Reading
- e. Assent

**8) The first reading of a bill is...**

- a. royal assent
- b. report stage
- c. publication of the proposal
- d. examination by parliamentary committee
- e. law making

**9) The bill becomes act of the Parliament...**

- a. when the Lords agree it
- b. the work of the committee is reported on to the house
- c. the bill passes through the House of Commons
- d. the Queen sings the bill

**3. Give a summary of the text "Parliament: House of Commons"**

*TEXT 8*

**Some Interesting Facts about Parliament**

Each parliamentary session begins with the 'State Opening of Parliament', a ceremonial occasion, beginning with the royal carriage procession from Buckingham Palace to the Palace of Westminster. The ceremony of opening the Parliament reminds MPs of their special status and of their 'togetherness'. The Queen usually opens the new session of Parliament. When she takes her seat on the throne she sends the official of the House of Lords, called Black Rod, to call the Commons. Approaching the House of Commons, 'Black Rod', a servant of the Queen, knocks on the door and demands that the MPs let the Queen come in and tell them what 'her' government is going to do in the coming year. When he arrives at the door of the House of Commons they bang it in his face to show their independence. After this they follow Black Rod into the chamber of the House of Lords, where they stand while the Queen reads her speech. During the election of the Speaker, when he is going to his great chair at one end of the House, he struggles and pretends that he doesn't wish to accept the honour. This comes from the days when men were afraid to become the Speaker. It was because the sovereign and the House of Commons often

quarreled and the Speaker's duty of acting as go-between was both difficult and dangerous.

The Speaker is the chief officer of the House of Commons. There is no requirement for the Speaker when elected to be a member of the governing party, but once appointed, he or she is supposed to give up all party politics. The Speaker has two main functions: representing the House in its relations with the Crown, the House of Lords and other authorities and presiding over the House and enforcing the observance of all rules which govern its conduct. The Speaker chairs and controls discussion in the House, decides which MP is going to speak next and makes sure that the rules of procedure are followed. Often several MPs wish to speak and they stand up and try «to catch the Speaker's eye», as they call it. The Speaker also has a number of duties concerning the functions of the House and is in control of the Commons part of the Palace of Westminster and its precincts. The Speaker doesn't take part in the debates, and he doesn't vote at the end of them. But if the Government and the Opposition gain an equal number of votes, then the Speaker has the casting vote.

The House of Commons makes use of an old and rather eccentric method of voting. After the vote has been announced by the Speaker of the House, the MPs present are given eight minutes to move in to one of two rooms – the 'aye' or the 'no' room. When the time is up the doors are locked and the MPs line up to be counted. Secretaries of State and even the PM vote on important matters and can often be seen scrambling for the correct room amongst the others. Despite looking ridiculous, the voting system provides an excellent opportunity for MPs to meet and talk with the PM and the rest of the Government.

When in session, MPs are forbidden from using language that might 'offend the dignity' of Parliament. This commonly covers swearing, personal insults and, most seriously, accusing an MP of being dishonest. Many words have been deemed unparliamentary by House Speakers over time including 'coward', 'guttersnipe', 'hooligan', 'liar' and 'traitor'. Many MPs have perfected the art of insult whilst avoiding reprimand from the House Speaker and enjoy mocking their rivals with stock phrases such as being 'economical with the truth' when lying or 'unusually fatigued' when drunk.

**1. Make up dialogues based on the text "Some Interesting Facts about Parliament"**

**2. Give the idea of the following text in English:**

После более чем десяти лет споров по поводу того, стоит ли допускать телевидение в британский парламент, лорды, наконец, разрешили установить камеры в своей палате. Однако палата общин отказывается принять такое же решение. Один из основных противников телетрансляций заседаний парламента — премьер-министр М.Тэтчер. Она оправдывает свою позицию тем, что подобные передачи потребуют слишком больших затрат. Но, как считает лондонский корреспондент американской газеты «Крисчен сайенс

монитор», причина упорного сопротивления Тэтчер кроется в нежелании делать достоянием гласности критические выступления в адрес ее правительства. А как заявил во время недавних дебатов лорд Уайтлоу, немалую проблему представляет и тот факт, что многие парламентарии на заседаниях попросту спят. Появление на телеэкранах дремлющих законодателей отнюдь не послужит росту их авторитета.

## LISTENING COMPREHENSION

### Lord's Proposal for a Lower Voting Age

#### *I. Before-listening task*

##### **Read the text:**

Conservative peer Lord Lucas of Crudwell and Dingwall has proposed a new voting of 16, and a campaign supporting his Bill has been launched at the House of Parliament. The Votes of 16 Campaign is backed by a wide range of political and youth groups, and the reformers have a strong case. At sixteen, they argue, young people can leave school, marry (without parental consent in Scotland), be company directors, be tried in a Crown Court and join some sections of armed forces

#### *II. While-listening task*

**Listen to two young British people talking about politics. For each person, answer these questions:**

1. How old are they?
2. Are they interested in politics?
3. Have they ever voted?
4. Are they going to vote in the local elections?
5. Would they like the voting age to be lowered to 16?
6. Why (not)?

#### *III. After-listening task*

**Discuss in pairs. How often do you have elections in your country? Do you think that more or fewer people vote than in Britain? What is the attitude of young people in your country to politics?**

### TEXT 9

#### **The Government**

The British government normally consists of over a hundred ministers and other officials chosen from both Houses of Parliament, who are appointed by the monarch on the advice of the Prime Minister. They belong to the party which forms the majority in the Commons, and are collectively responsible for the administration of national affairs. The government can vary considerably in the number of ministers and departments set up by the Prime Minister.

The *Prime Minister*, who is appointed by the monarch and is normally the leader of the majority party in the Commons, possesses a great deal of patronage in choosing ministers and deciding on the composition of the government. The Prime



Minister's power stems from majority support in Parliament; from the authority to choose and dismiss minister; from the leadership of the party in the country; and from a control over policy-making. The Prime Minister usually sits in the Commons, as do most of the ministers, where they may all be questioned and held accountable for government actions and decisions. The Prime Minister has historically been the connection between the monarch and parliamentary government. This convention continues today in the weekly audience with the monarch, at which the policies and business of the government are discussed.

The Prime Minister consequently has great power within the British system of government, and there are arguments which suggest that the office has become like an all-powerful presidency. But there are considerable checks on this power, both inside and outside the party and Parliament, which make the analogy less than accurate. However, it does seem that there is a greater emphasis upon prime ministerial government in Britain today, rather than the traditional constitutional notions of Cabinet government.

The *Cabinet* is normally composed of up to twenty senior ministers from the government, who are chosen and presided over by the Prime Minister. Examples are the Chancellor of the Exchequer (Finance Minister), the Foreign Secretary, the Home Secretary, the Minister of Defence, the Secretary of State for Education and Science, and the Secretary of State for Trade and Industry. The Cabinet structure originated historically in meetings that the monarch had with leading ministers in a small royal Cabinet, outside the framework of the Privy Council. As the monarch gradually ceased to play a part in active politics because of the growth of parliamentary government and party politics, the Royal Cabinet developed more authority and independence, and became a parliamentary body.

Constitutional theory has traditionally argued that the Cabinet collectively initiates and decides government policy. It has control of the government apparatus and ministries because it is composed of members of the majority party in the Commons. But the convention that government rule is Cabinet rule seems to have become increasingly weaker. Since the Prime Minister is responsible for Cabinet agendas and for the control of Cabinet proceedings, the Cabinet itself can become merely a 'rubber-stamp' to policies which have already been decided upon by the Prime Minister, or by a smaller group sometimes called the 'Inner Cabinet'. Cabinet government appears to have lost some of its original impetus, although there are frequent demands that more deliberative power should be restored to it. Much depends upon the personality of Prime Ministers in this situation. Some are strong and like to take the lead. Others have given the impression of working within the traditional Cabinet structure. Much of our information about the operation of the Cabinet comes from 'leaks', or information divulged by Cabinet ministers. Although the Cabinet meets in private and its discussions are meant to be secret, the public is usually and reliably informed of Cabinet deliberations by the media. The mass and complexity of government business today, and the fact that ministers are very busy with their own departments, suggest that full debate in Cabinet on every item of policy is impossible. But it is widely felt that, while all the details cannot be

discussed, the broad outlines of policy should be more vigorously debated in Cabinet. Critics argue that the present system concentrates too much power in the hands of the Prime Minister; overloads ministers with work; allows too many crucial decisions to be taken outside the Cabinet; and consequently reduces the notion of collective responsibility.

*Ministerial responsibility* is still an important constitutional concept, although some doubt its applicability today. Collective responsibility is that which all ministers, including those outside the Cabinet, share for government actions and policy. It means that Cabinet and other ministers should be seen to act as one. All must support a government decision in public, even though some may oppose it during the private deliberations. If a minister cannot do this, he or she may feel obliged to resign.

In addition to collective responsibility, a minister also has an individual responsibility for the work of the relevant government department. This means that the minister is answerable for any mistakes, wrongdoing or bad administration which occur, whether personally responsible for them or not. In such cases, the minister may resign, although this is not as common today as in the past. Such responsibility enables Parliament to maintain at least some control over executive actions because the minister is answerable to Parliament. The shadow of the Parliamentary Commissioner for Administration also hangs over the work of a minister and civil servants.

*Government departments (or ministries)* are the chief instruments by which central government implements government policy. A change of government does not necessarily alter the number or functions of these departments. However, some governments have occasionally instituted programmes which have involved the reorganization, or replacement of existing ministries. Examples of government departments are the Foreign Office, the Ministry of Defence, the Home Office, the Department of Education and Science, and the Treasury (of which the Chancellor of the Exchequer is head). Most of these central departments are in London and are collectively known as Whitehall.

The government departments are staffed by the *Civil Service*, which consists of career administrators. Civil servants are employed by central government in London and throughout the country, and are involved in a wide range of government activities. They are responsible to the minister in whose department they work for the implementation of government policies. A change of minister or government does not require a change of civil servants, since they are expected to be politically neutral and to serve the sitting government impartially. Restrictions on political activities and publication are consequently imposed upon civil servants in order to ensure neutrality. There are some 600,000 civil servants in Britain today. Nearly half of these are women, but few of them achieve top ranks in the service. There have been frequent accusations about the efficiency of the Civil Service, and civil servants do not have a particularly good public image, in spite of attempts at reform. It is often alleged that the service imposes a certain mentality upon the implementation of government policies, which successive ministers have been unable to combat. There

may be some areas of concern. But the stereotyped image of the typical civil servant is not reflected in many who do a thorough, independent job of serving their political masters. The Civil Service is also highly regarded in other countries for its efficiency and impartiality.

**Give a summary of the text "The Government"**

**LISTENING COMPREHENSION**

**Margaret Thatcher**

**I. Before-listening tasks**

**1. Answer the questions:**

- 1) What do you know about Margaret Thatcher?
- 2) Would you like to have met Margaret Thatcher?
- 3) What would you like to know about Margaret Thatcher and why?

**2. Match the words on the left with their synonyms on the right:**

- |                  |               |
|------------------|---------------|
| 1) owned         | a. fights     |
| 2) upbringing    | b. worked     |
| 3) style         | c. axed       |
| 4) served        | d. had        |
| 5) battles       | e. childhood  |
| 6) cut           | f. manner     |
| 7) forged        | g. murder     |
| 8) ties          | h. frequently |
| 9) assassination | i. union      |
| 10) unpopular    | j. links      |
| 11) integration  | k. created    |
| 12) commonly     | l. disliked   |

**II. While-listening tasks**

**1. Fill in the gaps in the text:**

Margaret Thatcher (nee Margaret Roberts) \_\_\_\_\_ in England. Her father owned two local grocery stores, which is where she first developed her \_\_\_\_\_. The young Margaret had a strict \_\_\_\_\_. She studied chemistry and then law at university. She was Britain's Prime Minister from 1979 to 1990. Her \_\_\_\_\_ her the nickname "The Iron Lady".

Thatcher became a politician after \_\_\_\_\_ in London in 1959. \_\_\_\_\_ Britain's Education Secretary from 1970 to 1974. Thatcher became Britain's first female Prime Minister in 1979. She privatised many of Britain's \_\_\_\_\_ companies and had long battles with labour unions. She lowered taxes and inflation \_\_\_\_\_ government spending.

She was very busy with \_\_\_\_\_. Britain fought and won the Falklands War against Argentina in 1982. She \_\_\_\_\_ with the USA and had a warm relationship with President Ronald Reagan. After

\_\_\_\_\_ Iron Curtain, she became friends with ex-Soviet leader Mikael Gorbachev. She \_\_\_\_\_ in 1984 when a bomb exploded at a hotel she was staying in.

In 1987, Thatcher won \_\_\_\_\_ office. However, she was becoming unpopular. Unemployment was high and there were street \_\_\_\_\_ announced a Community Tax. Her opposition to closer integration with Europe led to a \_\_\_\_\_ and in 1990, she resigned. She retired from public speaking in 2002, aged 77. She died on April 8th, 2013, aged 87. "Thatcherism" is still a word \_\_\_\_\_ used in Britain.

## 2. Delete the wrong word in each of the pairs of italics.

Margaret Thatcher (nee Margaret Roberts) was born in 1925 in England. Her father *owning / owned* two local grocery stores, which is where she first developed her business *sense / sensible*. The young Margaret had a strict religious *downgrading / upbringing*. She studied chemistry and then law at university. She was Britain's Prime Minister from 1979 to 1990. Her *trough / tough* style earned her the nickname "The Iron Lady".

Thatcher became a politician after *winning / won* an election in London in 1959. She *served / savoured* as Britain's Education Secretary from 1970 to 1974. Thatcher became Britain's first female Prime Minister in 1979. She privatised many of Britain's *state- / stateley-* owned companies and had long battles with labour unions. She lowered taxes and inflation and greatly *axe / cut* government spending. She was very busy with her *foreigner / foreign* policy. Britain fought and won the Falklands War against Argentina in 1982. She forged close *ties / scarves* with the USA and had a warm relationship with President Ronald Reagan. After the *fall / fell* of the Iron Curtain, she became friends with ex-Soviet leader Mikael Gorbachev. She escaped assassination in 1984 when a bomb *explosion / exploded* at a hotel she was staying in.

In 1987, Thatcher won a third term *in / on* office. However, she was becoming unpopular. Unemployment was high and there were street *riot / riots* after she announced a Community Tax. Her opposition to closer integration with Europe led to a leadership challenge and in 1990, she resigned. She *retired / retried* from public speaking in 2002, aged 77. She died on April 8th, 2013, aged 87. "Thatcherism" is still a word *commons / commonly* used in Britain.

### III. After-listening task

**Make a poster showing the different stages of the life of Margaret Thatcher. Why was she called the "Iron Lady"? Show your poster to your classmates in the next lesson. Did you all find out similar things?**



## 1.2 Political System of the US

### TEXT 1

#### US Political System

The USA is a **presidential republic**.

**The legislative power of the US is vested in the Congress of the USA.** The Congress was created by Article I of the Constitution, adopted in 1787. It consists of two chambers – the Senate and the House of Representative.

The Senate is **made up of 100 members** (2 from each state), **elected for a term of 6 years**. One third of the Senate is elected every 2 years. To be elected a Senator, a person must be at least 30 years old and **have been the citizen of the USA for at least 9 years**.

The House of Representatives **comprises representatives from each state**, elected for a two-year term. The number of representatives from each state depends on its population, but every state is represented. To be elected a representative, a person must be at least 25 years of age and have been the citizen of the USA for at least 7 years.

**The presiding officer of the Senate is the Vice-President of the USA.** The presiding officer of the House of Representatives, the Speaker, is elected by the house. The work of **preparing and considering laws** is done by the committees of both Houses. There are 15 **standing committees** in the Senate and 19 in the House of Representatives

The Congress **assembles** at least once for a year.

**The executive branch of the government** consists of the President, the Vice-President and the Cabinet. The President's **term of office** is four years, together with the Vice- President, chosen for the same term. The President is **the head of the executive branch of the government**; he **appoints the members of the Cabinet**. The Cabinet **advises the President** on many matters and **is composed of the heads of ten executive departments: Secretary of State, Secretary of Treasury, Secretary of Defence and others**.

**The judicial branch of the government** is headed by the **Supreme Court** which **settles disputes between the states**. The Supreme Court may **veto any law passed by the Congress** if it **contradicts the Constitution of the USA**.

The United States is a **federal Union**, and the President is the head of the **Federal government** which **deals with international problems and national matters**. But every state has its own constitution and the **state government** headed by the Governor and **managing their local affairs**. Their laws and **decisions** must not contradict the Constitution of the USA.

**The US national flag** – Stars and Stripes – is red, white and blue. Thirteen stripes represent the original 13 states of the US; the 50 stars represent **the current number of states**.

#### Topical Vocabulary

**a presidential republic** - президентская республика

**the legislative power** - законодательная власть

**to be created by the Constitution** - быть созданным, в соответствии с конституцией  
**to adopt (a constitution)** - принять (конституцию)  
**a chamber** - палата  
**the Senate** - сенат  
**the House of Representative** - палата представителей  
**to be made up of** - состоять из (кого-либо)  
**to be elected for a term of** - быть избранным на определенный срок  
**to be the citizen of the USA for** - быть гражданином США  
**to comprise representatives from smth.** - объединить представителей чего-либо  
**the presiding officer of** - председатель (чего-либо)  
**the Vice-President** - вице-президент  
**to prepare and consider a law** - подготовить и рассмотреть закон  
**a standing committee** - постоянный комитет  
**to assemble** - собираться  
**the executive branch of the government** - высшая исполнительная власть  
**a term of office** - срок полномочий  
**the head of smth.** - глава (чего-либо)  
**to appoint a member of the Cabinet** - назначить членом кабинета  
**to advise the President on a matter** - давать рекомендации президенту по вопросу  
**to be composed of smbd.** - состоять из (кого-либо)  
**Secretary of State** - государственный секретарь  
**Secretary of Treasury** - министр финансов  
**Secretary of Defence** - министр обороны  
**the judicial branch of the government** - высшая судебная власть  
**the Supreme Court** - Верховный суд  
**to settle disputes between the states** - решать спор между штатами  
**to veto a law** - наложить вето на закон  
**to be passed by the Congress** - вноситься конгрессом  
**to contradict the Constitution** - противоречить конституции  
**a federal Union** - федерация  
**the Federal government** - федеральное правительство  
**to deal with international problems and national matters** - заниматься международными и внутренними проблемами  
**the state government** - правительство штата  
**to manage local affairs** - заниматься местными вопросами  
**a decision** - решение  
**the US national flag** - национальный флаг США  
**the current number of states** - теперешнее число штатов

**1. Answer the questions:**

- 1) What is the legislative power in the USA vested in?
- 2) What kind of person may be elected a senator?

- 3) How is a representative elected?
- 4) Who are the presiding officers of the Senate and the House of Representatives?
- 5) How does the executive branch of the government function?
- 6) What is the judicial branch of the government headed by?
- 7) What are the functions of state government?
- 8) What does the US national flag represent?

**2. Translate into English using *Topical Vocabulary*:**

- 1) В США законодательная власть осуществляется конгрессом, состоящим из сената и палаты представителей.
- 2) Палата представителей включает представителей от каждого штата, избираемых сроком на два года.
- 3) Вице-президент – председатель сената, а выборный спикер – председатель палаты представителей.
- 4) Высший исполнительный орган состоит из президента, вице- президента и кабинета.
- 5) Президент, глава высшей исполнительной власти, избирается на 4 года и назначает членов кабинета.
- 6) Кабинет состоит их руководителей 10 исполнительных департаментов и дает рекомендации президенту по многим вопросам.
- 7) Верховный суд решает спорные вопросы между штатами и может наложить вето на закон, если он противоречит конституции.
- 8) Правительство штата во главе с губернатором занимается местными вопросами.

*TEXT 2*

**US System of Government**

*Form of Government*

The first European settlers who came to America wanted a political system that offered stability but limited the power of individuals, so they set up a democratic system. The American democratic government was established in March 1789 in the Constitution of the United States. The Constitution has been changed twenty-six times since 1789. Ten amendments in the Bill of Rights (1791) guaranteed the basic rights of individual Americans. The other sixteen amendments include ones banning slavery (1865) and giving women the right to vote (1920).

The form of government is based on three main principles: federalism, the separation of powers, and respect for the Constitution and the rule of law. Americans are subject to two governments, that of their state and that of the Union, and each has its own distinct function. The states have, under the Constitution, the primary functions of providing law and order, education, public health and most of the things which concern day-to-day life. The Federal government at Washington is concerned with foreign affairs and with matters of general concern to all the states, including commerce between the states.

Governments serve several major purposes for the state: 1) to maintain social

order; 2) to provide public services; 3) to provide for national security and common defense; 4) to provide for and control the economic system.

In carrying out these tasks, governments must make decisions that are binding on all citizens of the state. Government has the authority to require all individuals to obey these decisions and the power to punish those who do not obey them.

The United States is a representative democracy. All government power rests ultimately with the people, who direct policies by voting for government representatives.

The nation's constitution defines the powers of national and state governments, the functions and framework of each branch of government, and the rights of individual citizens. All public officials of the national as well as state governments must swear to abide by the Constitution, which was created to protect the democratic interests of the people and government.

### *Limited Government*

The principle of limited government is basic to the Constitution. When the Constitution was first written more than two hundred years ago, many Americans feared that government power could become concentrated in the hands of a few. Several features were created to guard against that possibility: 1) the federal organization of government; 2) the separation of powers among different branches of government; and 3) a system of checks and balances to restrict the powers of each branch.

At each level, in state and Union, there is a constitution which defines and limits political power, and which provides safeguards against tyranny and means for popular participation. In each state, power is divided between three agencies, with law-making power given to a legislature (usually of two houses, elected for fixed terms), an executive (the governor), and finally the judges of the State Supreme Court. Each state is divided into counties, which have their own powers, and there are also special-purpose areas for some functions of local interest.

### *Federalism*

Under federalism, the principle of limited government was achieved by dividing authority between the central government and the individual states. The federal (national) government has powers over areas of wide concern. For example, it has the power to control communications among states, borrow money, provide for the national defense, and declare war.

The states possess those powers which are not given to the national government. For example, each state establishes its own criminal justice system, public schools, and marriage and divorce laws.

The United States is a federal union of 50 states plus one independent district - the District of Columbia. Forty nine states, including Alaska, form the continental United States. The 50th state is separated from the continental part: it is the state of Hawaii - a group of islands situated in the mid Pacific Ocean.

The District of Columbia is the territory of the city of Washington, the national



capital. Washington, D.C. is between two states: Virginia and Maryland and is situated on the Potomac River, which divides the city into two parts. This place was selected personally by the first President of the United States - George Washington. In 1891 he ordered to purchase the land from private owners.

Washington, D.C. is the seat of the Federal Government of the United States. The Federal Government is made up of three branches - the Executive, the Legislative and the Judicial and the three elements are checked and balanced by one another.

### *Executive Branch*

The function of the Executive Branch is to carry out the laws of the nation. It consists of the President, Vice-President and the President's Cabinet. The members of the Cabinet are chosen by the President. Most of them are called Secretaries: the Secretary of State, Agriculture, Labour, Transportation, etc. The President and Vice-President are chosen in a national election for a four-year term of office and may be reelected for a second time. They must be native-born citizens, at least 35 years old and members of a political party.

Since the adoption of the Constitution, the national government has increased its functions in economic and social matters and has shared more responsibilities with the states. The executive branch of the government, headed by the President, comprises 14 departments: the Department of State, Department of Treasury, Department of Justice, Department of the Interior, Department of Agriculture, Department of Commerce, Department of Labor, Department of Health and Human Services, Department of Education, Department of Housing and Urban Development, Department of Transportation, Department of Energy, and Department of Veterans Affairs.

The executive branch of government is responsible for administering the laws passed by Congress. The president of the United States presides over the executive branch. He is elected to a four-year term and can be re-elected to a second term. The vice-president, who is elected with the president, is assigned only two constitutional duties. The first is to preside over the Senate. The second duty is to assume the presidency if the president dies, becomes disabled, or is removed from office.

In November of each leap year a President is elected to serve for exactly four years from a fixed day in the following January. The four-year rhythm has never been broken. Together with the President, a Vice-President is elected, and if the President dies the Vice-President becomes President for the unexpired part of the four years - which could be 3 years or only three months.

The President is the effective head of the executive branch of government as well as head of state. As head of state, the president represents the country abroad, entertains foreign leaders, and addresses the public. As director of foreign policy, he appoints foreign ambassadors and makes treaties with other nations. The president also serves as commander-in-chief of the armed forces and as head of his political party.

In the United States, the president and legislature are elected separately, housed

separately, and they operate separately. This division is a unique feature of the American system. In the parliamentary systems that operate in most western democracies, the national leader, or prime minister, is chosen by the parliament.

From the first political rally to Inauguration Day running for President is a long and complicated process. In choosing a President the ordinary voter has little to say until Election Day. Here is a simple outline of how an American president is chosen.

First a candidate campaigns within his party to win his party's nomination. Then follows a period when he runs against the candidates of the other major party and perhaps, a third and a fourth party. The showdown comes in November - on Election Day. The President is not elected directly then. Voters in each state vote for electors. This system was introduced by the Constitution of the USA in 1787. Now this is only a formality. When in November the final election results are in, the entire country knows who the next President and Vice-President will be, although the outcome must still be formalized, and the candidates must win a majority of the electoral votes in December. Except in rare cases, the electoral choice is the same as the popular choice. Finally on Inauguration Day on the 20<sup>th</sup> of January the new President is sworn in and he makes his Inauguration speech.

### *Legislative Branch*

The Legislative Branch, Congress, is where the laws are made and adopted. Congress is made up of two houses: the Senate and the House of Representatives. There are 100 Senators elected, two from each of the 50 states, regardless of their population. They are elected for 6 years and only one third retire in rotation. The Senators represent all of the people in a state and their interests. The members of the House of Representatives are elected for only 2 years and their number in Congress depends upon a state's population. For instance, California, the state with the largest population, has 45 Representatives, while Delaware has only one. The House has 435 members. They represent the population of "congressional districts" into which each state is divided. There is no limit to the number of terms a Senator or a Representative may serve. Almost all elections in the United States follow the "winner-take-all" principle: the candidate who wins the largest number of votes in a Congressional district is the winner.

Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary. Congress decides upon taxes and how money is spent. In addition, it regulates commerce among the states and with foreign countries. It also sets rules for the naturalization of foreign citizens.

### *Judicial Branch*

The third branch of government, in addition to the legislative (Congress) and executive (President) branches, is the federal judiciary. Its main instrument is the Supreme Court, which watches over the other two branches. It determines whether or not their laws and acts are in accordance with the Constitution. Congress has the

power to fix the number of judges sitting on the Court, but it cannot change the powers given to the Supreme Court by the Constitution itself. The Supreme Court consists of a chief justice and eight associate justices. They are nominated by the President but must be approved by the Senate. Once approved, they hold office as Supreme Court Justices for life. A decision of the Supreme Court cannot be appealed to any other court. Neither the President nor Congress can change their decisions. In addition to the Supreme Court, Congress has established 11 federal courts of appeal (sometimes called circuit courts) and, below them, 91 federal district courts and special courts such as the Tax Court and the Court of Veterans' Appeals.

The Supreme Court has direct jurisdiction in only two kinds of cases: those involving foreign diplomats and those in which a state is a party. All other cases which reach the Court are appeals from lower courts. The Supreme Court chooses which of these it will hear. Most of the cases involve the interpretation of the Constitution. The Supreme Court also has the "power of judicial review," that is, it has the right to declare laws and actions of the federal, state, and local governments unconstitutional. While not stated in the Constitution, this power was established over time.

The federal courts perform two constitutional functions. Firstly, they interpret the meaning of laws and administrative regulations; this is known as statutory construction. Secondly, the courts determine whether any law passed by Congress or state legislatures, or any administrative action taken by the national or state executive branches, violates the U.S. Constitution; this is known as judicial review.

### *Checks and Balances*

By dividing power among the three branches of government, the Constitution effectively ensures that government power will not be usurped by a small powerful group or a few leaders. The powers given to each are carefully balanced by the powers of the other two. Each branch serves as a check on the others. This is to keep any branch from gaining too much power or from misusing its powers. The paragraph below illustrates how the equal branches of government are connected and how each is dependent on the other two.

Congress has the power to make laws, but the President may veto any act of Congress. Congress, in its turn, can override a veto by a two-thirds vote in each house. Congress can also refuse to provide funds requested by the President. The President can appoint important officials of his administration, but they must be approved by the Senate. The President also has the power to name all federal judges; they, too, must be approved by the Senate. The courts have the power to determine the constitutionality of all acts of Congress and of presidential actions, and to strike down those they find unconstitutional.

The system of checks and balances makes compromise and consensus necessary. Compromise is also a vital aspect of other levels of government in the United States. This system protects against extremes. It means, for example, that new presidents cannot radically change governmental policies just as they wish. In the U.S., therefore, when people think of "the government," they usually mean the entire



system, that is, the Executive Branch and the President, Congress, and the courts. In fact and in practice, therefore, the President (i.e. "the Administration") is not as powerful as many people outside the U.S. seem to think he is. In comparison with other leaders in systems where the majority party forms "the government," he is much less so.

### *Political Parties*

Sometimes, the Constitution says nothing about political parties, but overtime the U.S. has in fact developed a two-party system. The two leading parties are the Democrats and the Republicans. There are other parties besides these two, and foreign observers are often surprised to learn that among these are also a Communist party and several Socialist parties. Minor parties have occasionally won offices at lower levels of government, but they do not play a role in national politics. In fact, one does not need to be a member of a political party to run in any election at any level of government. Also, people can simply declare themselves to be members of one of the two major parties when they register to vote in a district. Democrats are thought of as associated with labor, and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life which they consider to be the responsibility of the states and communities. Democrats, on the other hand, tend to favor a more active role of the central government in social matters.

To distinguish between the parties is often difficult, however. Furthermore, the traditional European terms of "right" and "left," or "conservative" and "liberal" do not quite fit the American system. Someone from the "conservative right," for instance, would be against a strong central government. Or a Democrat from one part of the country could be very "liberal," and one from another part quite "conservative." Even if they have been elected as Democrats or Republicans, Representatives or Senators are not bound to a party program, nor are they subject to any discipline when they disagree with their party.

While some voters will vote a "straight ticket," in other words, for all of the Republican or Democratic candidates in an election, many do not. They vote for one party's candidate for one office, and another's for another. As a result, the political parties have much less actual power than they do in other nations.

In the U.S., the parties cannot win seats which they are then free to fill with party members they have chosen. Rather, both Representatives and Senators are elected to serve the interests of the people and the areas they represent, that is, their "constituencies." In about 70 percent of legislative decisions, Congressmen will vote with the specific wishes of their constituencies in mind, even if this goes against what their own parties might want as national policy. It is quite common, in fact, to find Democrats in Congress voting for a Republican President's legislation, quite a few Republicans voting against it, and so on.

### *Elections*

Anyone who is an American citizen, at least 18 years of age, and is registered to



vote may vote. Each state has the right to determine registration procedures. A number of civic groups, such as the League of Women Voters, are actively trying to get more people involved in the electoral process and have drives to register as many people as possible. Voter registration and voting among minorities has dramatically increased during the last twenty years, especially as a result of the Civil Rights Movement.

There is some concern, however, about the number of citizens who could vote in national elections but do not. In the national election of 1984, for instance, only 53.3 percent of all those who could have voted actually did. But then, Americans who want to vote must register, that is put down their names in a register before the actual elections take place. There are 50 different registration laws in the U.S. - one set for each state. In the South, voters often have to register not only locally but also at the county seat. In European countries, on the other hand, "permanent registration" of voters is most common. Of those voters in the United States who did register in the 1984 presidential elections, 73 percent cast their ballots.

Another important factor is that there are many more elections in the U.S. at the state and local levels than there are in most countries. If the number of those who vote in these elections (deciding, for example, if they should pay more taxes so a new main street bridge can be built) were included, the percentage in fact would not be that much different from other countries. Certainly, Americans are much more interested in local politics than in those at the federal level. Many of the most important decisions, such as those concerning education, housing, taxes, and so on, are made close to home, in the state or county.

The national presidential elections really consist of two separate campaigns: one is for the nomination of candidates at national party conventions. The other is to win the actual election. The nominating race is a competition between members of the same party. They run in a succession of state primaries and caucuses (which take place between March and June). They hope to gain a majority of delegate votes for their national party conventions (in July or August). The party convention then votes to select the party's official candidate for the presidency. Then follow several months of presidential campaigns by the candidates. In November of the election year (years divisible by four, e.g. 1988, 1992, 1996, etc.), the voters across the nation go to the polls. If the majority of the popular votes in a state go to the Presidential (and Vice Presidential) candidate of one party, then that person is supposed to get all of that state's "electoral votes." These electoral votes are equal to the number of Senators and Representatives each state has in Congress. The candidate with the largest number of these electoral votes wins the election. Each state's electoral votes are formally reported by the "Electoral College." In January of the following year, in a joint session of Congress, the new President and Vice-President are officially announced.

### *Special Interest Groups*

The basic framework of American government is described in the Constitution. However, there are other features of the political system, not mentioned in the Constitution, which directly and indirectly influence American politics.

Groups and individuals have a variety of ways they can exert pressure and try to influence government policy. Many people write letters to elected officials expressing their approval or disapproval of a political decision. People sometimes circulate petitions or write letters to editors of newspapers and magazines trying to influence politicians. Organized interest groups, however, can generally exert influence much more effectively than can do isolated individuals.

Americans, always concerned that their politicians represent their interests, often form "pressure" groups, political lobbies, public action committees (PACs), or special interest groups (SIGs). Such groups seek to influence politicians on almost any imaginable subject. One group might campaign for a nationwide, federal gun-control law, while another group opposes it. Tobacco companies in North Carolina are not too happy about the strong health warnings that must be put on their products. Some religious groups call for pupils being allowed to pray, if they wish, in school, or they campaign against state and federal money being given for abortions. Ethnic groups often want certain foreign policies put into effect with their friends or foes. Tax payers in a number of states have protested against rising taxes and initiated legislation setting limits to taxation. Some labor unions want illegal immigration controlled. And, not surprisingly, some pressure groups want pressure groups stopped and lobby against lobbyists. Such groups of citizens have also helped to weaken the political parties. Each individual politician must pay close attention to the special concerns and causes of his voters. What is amazing is how well so many different governmental groups, with their many ethnic and cultural and business and geographical interests, do seem to manage the affairs of those they were chosen to represent. But then, the great variety of local, regional, and state governments does help to fulfill wishes of the many different constituencies. If New Yorkers want their city-owned university to be free to any city resident, that is their business. If a small town in the mountains of Colorado decides that snowmobiles have the right-of-way on city streets, that's theirs. And if a county in Arkansas decides that fireworks or hard liquor will not be sold within its limits, well, that's its right, too.

**Discuss the questions:**

1. What is the doctrine of the separation of powers?
2. What is the purpose of creating a system of checks and balances?
3. What are the peculiarities of electing president of the USA?
4. What is the difference between the political platforms of the Democratic and Republican parties in the USA?
4. What are other features of the political system, not mentioned in the Constitution, which directly and indirectly influence American politics?

*TEXT 3*

**US Congress at Work**

In the House of Representatives the presiding officer is the Speaker who is elected by the members and is always a member of the majority party in the House. The Speaker is first in the line to become the President in case of the death of both

President and Vice-President. Although the name is taken from British English, the character of the post is not the same. The House of Commons chooses the Speaker only as a presiding officer to conduct debates. Once a man becomes a Speaker, he is usually reappointed to his office in each new Parliament, even if the majority in the House has changed, until he wishes to retire. When he does retire he goes to the House of Lords. In the United States Congress the Speaker plays a very important role in party politics. He appoints members of Congressional Committees, for example, to work on the bills or to settle disputes between the House of Representatives and the Senate. The decision on some of the most important issues may therefore depend on who is chosen by the Speaker or participate in the committees. The Speaker also decides who is to speak from the floor.

Many people imagine that most of the work of the Congress is actually done on the House of Representatives or Senate floors. Tourists who visit Washington and go to watch the Senate or the House of Representatives from galleries are usually surprised at the scene on the floor. When someone is making a speech, most of the members who are present are reading or walking about, talking with one another. A few are listening to the speaker, sometimes agreeing with him, but more often not. Then a bell rings throughout the Capitol and the office buildings and the members soon come crowding in to answer to their names for a vote. The main work of the Congress is done not on the floor but in Committees. The Congressional Houses have a system of Committees - 16 in the Senate and 20 in the House of Representatives. Every bill is worked out there. Special committees hold hearings on different issues, some of them open and others secret, depending on the subject matter.

#### **Answer the questions:**

1. What is the role of the Speaker in the House of Representatives?
2. What is the role of the Speaker in the House of Commons?
3. How are the debates held in the US Congress?
4. What is the role of the Congressional committees?
5. What makes the American Speaker a powerful figure in American politics?

#### *TEXT 4*

#### **Presidency of the United States of America**

Presidency is the chief executive office of the United States. In contrast to many countries with parliamentary forms of government, where the office of president, or head of state, is mainly ceremonial, in the United States the president is vested with great authority and is arguably the most powerful elected official in the world. The nation's founders originally intended the presidency to be a narrowly restricted institution. They distrusted executive authority because their experience with colonial governors had taught them that executive power was inimical to liberty, because they felt betrayed by the actions of George III, the king of Great Britain and Ireland, and because they considered a strong executive incompatible with the republicanism embraced in the Declaration of Independence (1776). Accordingly, their revolutionary state constitutions provided for only nominal executive branches,



and the Articles of Confederation (1781–89), the first “national” constitution, established no executive branch.

The Constitution succinctly defines presidential functions, powers, and responsibilities. The president’s chief duty is to make sure that the laws are faithfully executed, and this duty is performed through an elaborate system of executive agencies that includes cabinet-level departments. Presidents appoint all cabinet heads and most other high-ranking officials of the executive branch of the federal government. They also nominate all judges of the federal judiciary, including the members of the Supreme Court. Their appointments to executive and judicial posts must be approved by a majority of the Senate (one of the two chambers of Congress, the legislative branch of the federal government, the other being the House of Representatives). The Senate usually confirms these appointments, though it occasionally rejects a nominee to whom a majority of members have strong objections. The president is also the commander in chief of the country’s military and has unlimited authority to direct the movements of land, sea, and air forces. The president has the power to make treaties with foreign governments, though the Senate must approve such treaties by a two-thirds majority. Finally, the president has the power to approve or reject (veto) bills passed by Congress, though Congress can override the president’s veto by summoning a two-thirds majority in favour of the measure.

Although the 'founding fathers' wanted to avoid a political system that in any way reflected the monarchical system then prevalent in Britain and for a long time the Presidency was relatively weak, the vast expansion of the federal bureaucracy and the military in the 20th century has in current practice given a greater role and more power to the President than is the case for any single individual in most political systems.

The President is both the head of state and the head of government, as well as the military commander-in-chief and chief diplomat. He presides over the executive branch of the federal government, a vast organization numbering about 4 million people, including 1 million active-duty military personnel. Within the executive branch, the President has broad constitutional powers to manage national affairs and the workings of the federal government and he may issue executive orders to affect internal policies.

The President may sign or veto legislation passed by Congress and has the power to recommend measures to Congress. The Congress may override a presidential veto but only by a two-thirds majority in each house.

The President has the power to make treaties (with the 'advice and consent' of the Senate) and the power to nominate and receive ambassadors. The President may not dissolve Congress or call special elections, but does have the power to pardon criminals convicted of offences against the federal government, enact executive orders, and (with the consent of the Senate) appoint Supreme Court justices and federal judges.

The President is elected for a fixed term of four years and may serve a maximum of two terms. Originally there was no constitutional limit on the number of



terms that a President could serve in office and the first President George Washington set the precedent of serving simply two terms. Following the election of Franklin D. Roosevelt to a record four terms, it was decided to limit terms to two and the relevant constitutional amendment was enacted in 1951.

Elections are always held on the first Tuesday after the first Monday in November to coincide with Congressional elections.

The President is not elected directly by the voters but by an Electoral College representing each state on the basis of a combination of the number of members in the Senate (two for each state regardless of size) and the number of members in the House of Representatives (roughly proportional to population). The states with the largest number of votes are California (55), Texas (38) and New York (29). The states with the smallest number of votes - there are six of them - have only three votes. The District of Columbia, which has no voting representation in Congress, has three electoral votes. In effect, therefore, the Presidential election is not one election but 51.

The total Electoral College vote is 538. This means that, to become President, a candidate has to win at least 270 electoral votes. The voting system awards the Electoral College votes from each state to delegates committed to vote for a certain candidate in a "winner take all" system, with the exception of Maine and Nebraska (which award their Electoral College votes according to Congressional Districts rather than for the state as a whole). In practice, most states are firmly Democrat - for instance, California and New York - or firmly Republican - for instance, Texas and Tennessee. Therefore, candidates concentrate their appearances and resources on the so-called "battleground states", those that might go to either party. The three largest battleground or swing states are Florida (29 votes), Pennsylvania (20) and Ohio (18). Others are Virginia (13), Wisconsin (10), Colorado (9), Iowa (6) and Nevada (6).

This system of election means that in theory a candidate can win the largest number of votes nationwide but fail to win the largest number of votes in the Electoral College and therefore fail to become President. Indeed, in practice, this has happened three times in US history, most recently in 2000. If this seems strange (at least to non-Americans), the explanation is that the 'founding fathers' who drafted the American Constitution did not wish to give too much power to the people and so devised a system that gives the ultimate power of electing the President to members of the Electoral College. The same Constitution, however, enables each state to determine how its members in the Electoral College are chosen and since the 1820s states have chosen their electors by a direct vote of the people. The United States is the only current example of an indirectly elected executive president.

The President may be impeached by a majority in the House and removed from office by a two-thirds majority in the Senate for "treason, bribery, or other high crimes and misdemeanors".

Since 1939, there has been an Executive Office of the President (EOP) which has consistently and considerably expanded in size and power. Today it consists of some 1,600 staff and costs some \$300M a year.

Although the President heads the executive branch of government, the day-to-

day enforcement and administration of federal laws is in the hands of the various federal executive departments, created by Congress to deal with specific areas of national and international affairs. The heads of the 15 departments, chosen by the President and approved with the 'advice and consent' of the Senate, form a council of advisors generally known as the President's "Cabinet". This is not a cabinet in the British political sense: it does not meet so often and does not act so collectively.

In fact, the President has powers of patronage that extend way beyond appointment of Cabinet members. In all, the President appoints roughly 3,000 individuals to positions in the federal government, of which about a third require the confirmation of the Senate. As the divisions in American politics have deepened, so the confirmation process has become more fractious and prolonged - Barack Obama had to wait ten months before all his nominees were in their jobs.

The first United States President was George Washington, who served from 1789-1797, so that the current President Barack Obama is the 44th to hold the office. Four sitting Presidents have been assassinated: Abraham Lincoln in 1865, James A. Garfield in 1881, William McKinley in 1901 and John F. Kennedy in 1963.

The President is sometimes referred to as POTUS (President of the United States) and the Presidency is often referred to by the media as variously the White House, the West Wing, and the Oval Office.

Such is the respect for the Presidency that, even having left office, a President is referred to by the title for the remainder of his life.

## **Give a summary of the text "Presidency of the United States of America"**

### **US Politics: Elections**

**1. What do you know about the difference between the US Republican and Democratic parties?**

**2. Match the terms to the definitions:**

1. Hillary Clinton will probably become the Democratic nominee for president.
2. Who do you think will win the Republican primaries?
3. The candidate is unpopular with key voting blocs.
4. Everybody is ready for the general election.
5. He is no longer in the race.
6. The politician decided to end his bid for the presidential election.
7. The Senate consists mostly of Republicans.
8. The politician's call for a new voting system is very popular.
9. Who do you think will be the candidate's running mate?

- a. a competition, e.g. a political election
- b. a demand for something
- c. a political partner chosen for a politician who is trying to get elected
- d. an attempt to achieve or win something
- e. an election in which every adult in the country can vote for government

representatives

f. specific groups of voters

g. the part of the US government responsible for making laws

h. the person who has been formally chosen for a position

i. the preliminary elections in the US that decide who will be the candidates for the presidential election

### 3. Read the article:

#### **Donald Trump is Ready for the Republican Nomination**

On Tuesday May 3rd, Donald Trump practically secured the party's presidential nomination. His victory in the Indiana Primary forced his Republican rival Ted Cruz to announce that he was dropping out of the race.

"I said I'd stay in as long as there was a viable chance to victory," said Mr Cruz. "Tonight I'm sorry to say, there is not. We gave it everything we got. But voters decided differently."

Mr Cruz did not throw his support behind Mr Trump, probably because of all the personal attacks between the two candidates. Mr Trump had ridiculed Mr Cruz's wife, Heidi, and suggested that Mr Cruz's father was connected to Lee Harvey Oswald, the man who killed President John F Kennedy. He also frequently referred to him as "Lying Ted" and questioned his citizenship (Cruz was born in Canada).

Top republicans are divided on whether to support Mr Trump. Some announced on social media that they were disavowing their membership in the party by burning their voter registration forms.

On the other hand, others began to show some support to the candidate, saying Mr Trump is a hugely better choice than Hillary Clinton, the likely Democratic nominee.

Mr Trump is deeply unpopular among many key voting blocs in the US. "If we nominate Trump, we will get destroyed... and we will deserve it," South Carolina Senator Lindsey Graham said on Tuesday.

Others who have been harsh critics of Mr Trump in the past, said they would support him in the general election. "There's a lot about Donald Trump that I don't like, but I'll vote for Trump over Hillary any day," said Ari Fleischer, press secretary for former President George W Bush.

When he launched his campaign in June, Mr Trump was considered a long shot. Yet he decisively won a large number of states across the US, defeating all his rivals, who had much more experience than him.

Ohio Governor John Kasich vowed to remain in the Republican race, but then officially ended his bid for the White House on Wednesday evening in an emotional speech.

Some Republican analysts fear Mr Trump's candidacy could give Democrats the chance to win other races and possibly retake the Senate. And Republican senators up for re-election in Democratic leaning states have sought to distance themselves from Mr Trump.

Many are concerned about some of his policies on immigration and national

security. His proposals include building a wall on the southern US border, which he wants Mexico to pay for, a ban on Muslims coming to the US and the killing of the families of terrorists.

The billionaire also stood by his call for a temporary ban on all Muslim immigration into the US - a policy that is popular among Republican primary voters but very unpopular among much of the general public.

The unease among top Republicans is likely to complicate Mr Trump's search for a running mate. Mr Trump has said he wants a vice-presidential nominee with political experience.

The New York Times asked a senior adviser for the former Republican candidate Jeb Bush whether Mr Bush would consider being Mr Trump's running mate. The advisor simply laughed at the question.

**4. Put T (True) or F (False) next to each statement.**

1. Ted Cruz probably did not support Trump's nomination because of Mr Trump's personal attacks. T/F
2. Most republicans support Donald Trump. T/F
3. From the start, Mr Trump was considered to have a good chance of winning the nomination. T/F
4. Mr Trump wants to build a wall on the northern US border. T/F
5. Mr Trump has a wide choice of running mates. T/F
6. Jeb Bush doesn't want to be Trump's running mate. T/F

**5. Find a word or phrase in the text which means...**

1. stopping something before you have completely finished (*phrasal verb, P1*): \_\_\_\_\_
2. effective, able to be successful (*adjective, P2*): \_\_\_\_\_
3. saying that you have no connection with something (*verb -ing, P4*): \_\_\_\_\_
4. an attempt or guess that has only the slightest chance of succeeding (*noun phrase, P8*): \_\_\_\_\_
5. made a serious promise or decision (*verb -ed, P9*): \_\_\_\_\_
6. the defense and foreign relations of a country, protection of the interests of a country (*noun, P11*): \_\_\_\_\_

**6. Now choose three of the words/phrases and make up your own sentences.**

**7. Complete the phrases below with suitable prepositions.**

1. drop out \_\_\_\_\_ the race
2. throw your support \_\_\_\_\_ someone
3. remain \_\_\_\_\_ the race
4. be \_\_\_\_\_ for re-election
5. stand \_\_\_\_\_ a call/decision
6. laugh \_\_\_\_\_ something



**8. Now complete the sentences with the phrases above.**

1. We all want you to win. We will \_\_\_\_\_ you.
2. Despite early losses, he decided to \_\_\_\_\_.
3. When the politician is \_\_\_\_\_, I will vote for him again.
4. The candidate had no chance of winning so he decided to \_\_\_\_\_.
5. Try not to \_\_\_\_\_ Joe. He's doing his best.
6. Last year, you said you were going to retire young. Do you \_\_\_\_\_ that decision?

**9. Discuss any of the questions below in pairs or groups.**

1. What do you think of US presidential election so far?
2. How does it compare to elections in your country?
3. Does your country have any 'interesting' political candidates?

**LISTENING COMPREHENSION**

**Barack Obama**

**I. Before-listening tasks**

**1. Answer the questions:**

- 1) What do you know about Barack Obama?
- 2) Would you like to meet Barack Obama?
- 3) What would you like to know about Barack Obama and why?

**2. Match the words on the left with their synonyms on the right:**

- |                             |                   |
|-----------------------------|-------------------|
| 1) United States of America | a. very           |
| 2) charisma                 | b. relocated      |
| 3) extremely                | c. charm          |
| 4) divorced                 | d. went to        |
| 5) moved                    | e. the States     |
| 6) attended                 | f. separated      |
| 7) project                  | g. lectured in    |
| 8) entered                  | h. time in office |
| 9) taught                   | i. programme      |
| 10) legislation             | j. presently      |
| 11) currently               | k. enrolled in    |
| 12) term                    | l. laws           |

**II. While-listening tasks**

**1. Fill in the gaps in the text:**

Barack Obama is the 44th President of the United States of America. \_\_\_\_\_ the 2009 Nobel Peace Prize. He made history in 2008 when he won the U.S. presidential election. He is the first African American to be President. Obama's \_\_\_\_\_ powerful speeches \_\_\_\_\_ popular with many Americans. He has been very successful \_\_\_\_\_.

Obama was born in Hawaii in 1961 to a black Kenyan father and white American mother. \_\_\_\_\_ and his mother married an Indonesian man. Barack's \_\_\_\_\_ Indonesia in 1967. He \_\_\_\_\_ Jakarta until he was ten years old, when he returned to Hawaii. Obama \_\_\_\_\_ science and international relations at Columbia University in New York.

\_\_\_\_\_ New York, Obama moved to Chicago. There, he worked as the director of \_\_\_\_\_ from 1985 to 1988. He entered Harvard Law School and became the first \_\_\_\_\_ the Harvard Law Review. Obama \_\_\_\_\_ University of Chicago Law School for twelve years. He became an Illinois Senator in 1996.

In 2004, Obama \_\_\_\_\_ Senator. He supported legislation on conservation, energy, immigration and honest leadership. Obama is \_\_\_\_\_ serious issues such as the economy. He beat Mitt Romney to win a \_\_\_\_\_, despite a poor economy and high unemployment. He thanked voters by promising to spend his second term \_\_\_\_\_, saying: "There's a lot more work to do."

**2. Put the words back into the correct order.**

- 1) is States the President America of the Obama United of 44th \_\_\_\_\_
- 2) also is He Prize Peace Nobel 2009 the of winner the. \_\_\_\_\_
- 3) his with successful very been has He message \_\_\_\_\_
- 4) family to in Barack's moved Indonesia 1967 \_\_\_\_\_
- 5) Obama political majored science in \_\_\_\_\_
- 6) as community the project director he of worked a \_\_\_\_\_
- 7) He an Senator 1996 became Illinois in \_\_\_\_\_
- 8) Senator was a as U.S. Obama elected \_\_\_\_\_
- 9) legislation conservation on supported He \_\_\_\_\_
- 10) a do more There's work lot . to \_\_\_\_\_

**III. After-listening task**

**Write a letter to Barack Obama. Ask him three questions about his life. Give him three suggestions on what he should do in his future. Read your letter to your partner(s) in your next lesson. Your "Barack Obama expert" partner(s) will try and answer your questions.**

## First Lady

### I. Before-listening task

What do you know about the woman in the photo?



### II. While-listening tasks

1. Listen to a radio programme called *This is Your Life*. Who(m) is it about?

How do you know?

2. Listen again and number the phrases in the order you hear them.

- Currently, ... \_\_\_\_\_
- After graduating, she ... \_\_\_\_\_
- Looking at family matters, ... \_\_\_\_\_
- Going back to her early life, ... \_\_\_\_\_
- This is where she met ... \_\_\_\_\_
- Today on *This is Your Life*, we are talking about ... \_\_\_\_\_

### III. After-listening tasks

1. Complete the Fact file:

#### Fact file

Name

Year and place of birth

Grew up in

Now lives in

Marital status/children

Work/career

Hobbies

Personality

Other information

2. Prepare reports about some of the American Presidents and discuss in groups their role in the history of the country and the whole world.

### 1.3 Political System of Kazakhstan

#### TEXT 1

##### Political System of the Republic of Kazakhstan

The fundamental law of the state – the Constitution of the Republic of Kazakhstan was **adopted** on the 30<sup>th</sup> of August, 1995 with **amendments** in 1998. The new Constitution came into force on the 5<sup>th</sup> of September, 1995. **According to** the Constitution the Republic of Kazakhstan is a **unitary** state with a **presidential form of government**, which proclaims itself as a democratic, **secular, legal and social state**. The president of the state is **elected** for a seven-year term by **universal, equal and direct voting**. The first president of the Republic Nursultan Nazarbaev was **elected** in 1991 and since then he has been the head of the state.

**The highest representative body that performs legislative functions** is the Parliament of the Republic. The Parliament **consists of two chambers**: the Senate and the Majilis acting on a **permanent basis**. Two **deputies** from each region form the Senate and the President of the Republic appoints seven deputies. The Majilis consists of 77 deputies, **one-mandate territorial districts** elect 67 of them and ten of them are from **political parties**.

The Government implements **the executive power** in the country. It is headed by the Prime – Minister, who is **appointed** by the President with the **approval** of the Parliament. The Government is responsible for its work to the President and is **accountable** to the Parliament.

**The Supreme Court and the local courts** of the state execute **the judicial system** of the republic. The Supreme Court is **the highest judicial body on civil and criminal cases**. Control of constitutional laws is implemented by **the Constitutional Council**, which consists of 7 members and is elected for a period of 6 years.

Local representative and executive bodies **exercise control over regional matters**. Local representative bodies (Maslihats) **express the will of the population of the corresponding administrative-territorial units**. An oblast's administrative government, led by an "Akim" **oversees** executive power in each of Kazakhstan's regions (oblasts). The oblast Akims are appointed by the President **with the assistance** from the Prime-Minister's nomination.

#### Topical Vocabulary

**to adopt** - принимать

**an amendment** - поправка

**according to** - согласно

**unitary** - унитарный

**presidential form of government** - президентская форма правления

**secular, legal and social state** - светское, правовое и социальное государство

**to be elected for a ... term** - избираться на срок ...

**by universal, equal and direct voting** - всеобщим, равноправным и прямым голосованием



**to be elected** - избираться  
**the highest representative body** - высший представительский орган  
**to perform** - выполнять  
**legislative functions** - законодательные функции  
**to consist of** - состоять из  
**a chamber** - палата  
**on a permanent basis** - на постоянной основе  
**a deputy** - депутат  
**one-mandate territorial district** - одномандатный территориальный округ  
**a political party** - политическая партия  
**executive power** - исполнительная власть  
**to implement** - выполнять  
**to appoint** - назначать  
**approval** - одобрение  
**to be accountable to** - отчитываться  
**the Supreme Court** - Верховный Суд  
**a local court** - местный суд  
**the judicial system** - судебная система  
**the highest judicial body** - высший судебный орган  
**on civil and criminal cases** - по гражданским и уголовным делам  
**the Constitutional Council** - Конституционный Совет  
**to exercise control** - осуществлять контроль  
**regional matters** - региональные вопросы  
**to express the will of the population** - выражать желание населения  
**the corresponding administrative-territorial units** - соответствующие административно-территориальные органы  
**to oversee** - осуществлять контроль  
**with the assistance** - при содействии  
**nomination** - назначение

### 1. Answer the following questions:

- 1) When was the fundamental law of the state – the Constitution of the Republic of Kazakhstan adopted?
- 2) What kind of state is the Republic of Kazakhstan?
- 3) Is the president of the state elected for a four-year term?
- 5) How many chambers does the Parliament consist of?
- 6) What functions does the Government implement?
- 7) What function does the Constitutional Council perform?
- 8) Are the local representative and executive bodies appointive or elective?

### 2. Fill in prepositions:

- 1) The Constitution of the Republic of Kazakhstan was adopted ... 1995 ... amendments ... 1998 and came ... force ... September 5, 1995.
- 2) Local representative and executive bodies exercise control ... regional matters.

- 3) The Supreme Court is the highest judicial body ... civil and criminal cases.
- 4) The Majilis consists ... 77 deputies, one – mandate territorial districts elect 67 ... them and ten ... them are ... political parties.
- 5) The Government is headed ... the Prime-Minister appointed ... the President ... the approval ... the Parliament.

**Make a PowerPoint presentation on the topic “The structure of the political system in Kazakhstan”**

#### *TEXT 2*

#### **Electoral System in Kazakhstan**

The Constitution of the Republic of Kazakhstan of 1995 identified free elections as the fundamental principle for organization of the government and the people as the only source of state power and bearer of sovereignty. The Republic of Kazakhstan is a unitary state with a presidential form of government.

Democratic elections are competitive, periodic and representative elections, in which the citizens, having broad freedom, elect their representatives in the power structures on the alternative basis. Competitive elections guarantee that different political parties and candidates take part in elections. And all of them enjoy freedoms of speech, assembly, movement, all that is needed to ensure that their political views are heard and that they can present alternative candidates to voters. The legislation of the Republic of Kazakhstan ensures the periodicity of elections, representative of various social groups in the government, openness and transparency of election authorities.

Article 33 of the Constitution of the Republic of Kazakhstan guarantees the right to elect and to be elected in the state and local self-government bodies as well as to participate in the republican referendum to the citizens of the Republic, who reached the age of 18 years regardless of their origin, social, property status, occupation, sex, race, nationality, language, attitude towards religion, belief, place of residence or any other circumstances. The right to elect and to be elected, to participate in the republican referendum does not extend to the citizens, who were judged as incapable by a court or who are held in places of confinement on a court's sentence.

As a member of many prestigious international organizations Kazakhstan adheres to all of its obligations to conduct free and competitive elections. Elections of the Head of State and formation of Parliament of the Republic of Kazakhstan as well as local representative bodies are held in our country in conditions of openness and transparency in compliance with national legislation and universally recognized principles for democratic elections, stipulated in the Universal Declaration of Human Rights (1948), International Covenant on Civil and Political Rights (1966), European Convention for the Protection of Human Rights and Fundamental Freedoms (Protocol No.1, 1952), Document of the Copenhagen Meeting of the Conference on the Human Dimension of the OSCE (1990).

The right to elect and to be elected is regulated by the Constitutional Act “On Elections in the Republic of Kazakhstan”, adopted in September 1995.

According to the provisions of the Constitution and this Act the elections of the

President, deputies of the Mazhilis of Parliament and of local representative bodies as well as members of local self-government bodies of the Republic of Kazakhstan are held on the basis of universal, equal and direct suffrage by secret ballot.

The President of the Republic of Kazakhstan is elected for a five-year term. The President of the Republic may be a citizen of the Republic by birth, not younger than forty years old, fluent in the state language and living in Kazakhstan for the last fifteen years.

The Parliament of the Republic of Kazakhstan is the highest representative body and consists of two chambers: the Senate and the Mazhilis, acting on the permanent basis. Member of Parliament may be a person, who is a citizen of the Republic of Kazakhstan and permanently lives on its territory the last ten years.

The Senate is composed of 47 deputies. Fifteen Senate deputies are appointed by the Head of State, taking into account the need to ensure representation in the Senate of national, cultural and other important interests of the society. Another 32 Senate deputies are elected representing by two persons from each region, cities of Astana and Almaty. Half of elected Senate deputies is re-elected every three years. Election of Senate deputies is held on the basis of indirect suffrage by secret ballot. A Senate deputy may be a person, who reached the age of thirty years, has a higher education and length of service of not less than five years, and has been a permanent resident for not less than three years on the territory of the respective region, city of republican status and the capital of Republic.

The Mazhilis is composed of 107 deputies, 98 of which are elected under the proportional representation system based on party lists and 9 - by the Assembly of People of Kazakhstan. A Mazhilis deputy may be a person, who reached the age of twenty-five years. Political parties form the lower house of Parliament through proportional system of elections (by party lists). Earlier election of deputies of the Mazhilis of Parliament in our country was held under a mixed electoral system (67 deputies were elected in single-seat constituencies and 10 – by party lists). The world has not yet established a perfect electoral system. Even the old states with age-old democratic traditions reveal shortcomings in the organization and conduct of new election campaigns.

Therefore, it is not casual that the Constitutional Act “On Elections in the Republic of Kazakhstan” is constantly improved and corrected in accordance with the realities of the modern world. Together with the electoral law the electoral process improves as well and the legal culture of voters and other stakeholders of election process are being increased.

Since the initial adoption of the Constitutional Act “On Elections in the Republic of Kazakhstan” in September 1995 it was amended fifteen times. In total, more than 792 amendments were introduced.

The developed in such a way the country’s electoral legislation allowed developing the electoral system that meets the basic principles of electoral law, formulated in the OSCE 1990 Copenhagen Document, which are based on the Constitution of the Republic of Kazakhstan and included in the general part of the Constitutional Act on Elections and detailed in its chapters and articles.

Most conceptual changes have been introduced in the Elections Act in 2004,



2007 and 2009. In particular, in 2004 non-alternative elections and early elections have been excluded; a new principle of formation of election commissions – election by local representative bodies upon presentations by political parties – was introduced; the principle of compilation of voter lists has been changed: voters are included in voter lists according to the registration of place of residence; guarantees for equal access of candidates to media have been introduced; the rights of domestic and international election observers have been significantly expanded, etc.

In June 2007 due to introduction in May 2007 of changes to the Constitution the Elections Act defined a new procedure of forming the Mazhilis of Parliament and significantly expanded the opportunities of political parties to participate in the work of election commissions. In particular, a political party not having a representative in an election commission is eligible to nominate its representative to the commission with the advisory vote for the period of preparation and conduct of election campaign, who is endowed with all rights of an election commission's member.

One of major changes, introduced in the electoral legislation of the Republic in 2009, is the introduction of legal mechanism to form the Mazhilis of Parliament with participation of at least two political parties, even if the other party does not pass the statutory 7-percent barrier. The reason for introduction of this mechanism was the fact that based on the results of election of deputies of the Mazhilis of Parliament in 2007 all mandates were received by one political party, since the other parties were not able to overcome the statutory 7-percent barrier.

In addition, amendments were made to the articles, regulating the campaigning procedures и providing candidates and political parties with equal conditions for access to the media. A uniform date for conduct of by-election of deputies of local representative bodies (maslikhats) was set as well.

Additions of 2011 included the issues of calling and holding early presidential election. In particular, they established that early presidential election shall be called by the decision of the President and shall be held within two months since the day of calling in accordance with the rules stipulated for regular election of the President, and the subsequent regular election following the early presidential election shall be called after five years. Thus, the terms for the conduct of election events shall be defined by the Central Election Commission.

Additions in 2013 were related to calculation of the constitutional term of office of deputies of the Senate and the Mazhilis, who were elected at early elections. During the years of independence in Kazakhstan the country's citizens participated in two referendum campaigns, six presidential election campaigns, five – for the election of Mazhilis of Parliament (lower chamber), five – election of local representative bodies (maslikhats). In addition, since 2009 twice a year voters take part in by-election of deputies of maslikhats.

Last five years for our country were the busiest with electoral events. In April 2011 and April 2015 elections of the Head of State and in early 2012 elections of deputies of the Mazhilis of Parliament and local representative bodies (maslikhats) were held. In August 2013 election of heads of local administrations (akims) was held in 2457 administrative-territorial units and in October 2014 election of deputies of the Senate of Parliament of the Republic of Kazakhstan was conducted.



## Give a summary of the text “Electoral System in Kazakhstan”

### TEXT 3

#### President of Kazakhstan

Nursultan Nazarbayev, President of Kazakhstan (from 1990) was born on July 6, 1940, in Kazakhstan, USSR. Nazarbayev was the son of Kazakh peasants. He graduated from a technical school in Dneprodzerzhinsk (now Dniprodzerzhinsk, Ukraine) in 1960, from a technical school of the Karaganda (now Qaraghandy) Metallurgical Combine in Kazakhstan (1967), and from the Higher Party School in Moscow (1976). He worked as a steelworker and engineer at the Karaganda plant off and on from 1960 to 1977. He joined the Communist Party of the Soviet Union (CPSU) in 1962 and rose through the ranks, becoming a full member of the Kazakhstan Politburo in 1979, chairman of the Kazakh Council of Ministers (1984–89), first secretary of the Kazakhstan party (1989–91), and full member of the CPSU Politburo (1990–91). In 1990 the Supreme Soviet of Kazakhstan elected Nazarbayev president of the republic.

After the abortive 1991 attempt by hard-liners to overthrow Mikhail Gorbachev, a step that he opposed, Nazarbayev resigned from the Politburo (August 22). In December of that year, Kazakhstan declared full independence from the Soviet Union and, led by Nazarbayev, helped form the Commonwealth of Independent States, an economic union of former Soviet republics. Having long decried Moscow's economic exploitation of Central Asia, he carefully nurtured Kazakhstan's independence in such a cooperative. A 1995 referendum allowed for the extension of Nazarbayev's term in office to 2000. Confronted by a period of economic hardship, however, he called for elections a year and a half ahead of schedule and was re-elected president in 1999 and again in 2005. In 2007 a constitutional amendment rendered Nazarbayev personally exempt from the two-term limit on the presidency, and in mid-2010 the Kazakh parliament issued him the title Leader of the Nation, which further empowered him by protecting his assets and making him immune to prosecution. In December 2010 the Kazakh parliament voted to approve plans for a national referendum to cancel the next two presidential elections, effectively extending Nazarbayev's presidency until at least 2020. However, the planned referendum was rejected by Kazakhstan's constitutional court in January 2011. Nazarbayev accepted the ruling and called for early elections.

In April 2011, running against token opposition, Nazarbayev was elected to another term with more than 95 percent of the vote. A subsequent report by Organization for Security and Co-operation in Europe (OSCE) observers stated that restrictions on political activity in Kazakhstan and the absence of a viable opposition candidate for president had left voters without a meaningful choice in the election. In 2015 Nazarbayev was elected to another term as president, once again with over 95 percent of the vote.

**Act as a reporter of a local newspaper and interview President Nazarbayev N.A.**

**Write an essay on the topic: “Basic principles of Civil Society in Kazakhstan”.**

## UNIT II HOME AND FOREIGN POLICY OF KAZAKHSTAN AND ENGLISH- SPEAKING COUNTRIES

### 2.1 Kazakhstan's Integration into the World Educational Community

#### TEXT I

##### **Internationalization of Higher Education in Kazakhstan**

Higher education in Kazakhstan faces opportunities and challenges, as the country grows in importance in the international arena. Over the last decade, substantial efforts have been made at national level to modernize the higher education system and improve its quality and relevance. At the international level, there is an increased recognition of the importance of internationalizing higher education as a fundamental part of educational policy that can improve the quality and relevance of education. It is evident that if Kazakhstan wants to become a more competitive nation, higher education should become more internationally minded.

Internationalization of higher education is more than just the **exchange of students** and signing of **collaborative agreements**. It involves embedding the international dimension in all aspects of teaching and research, at both **national policy** and institutional levels. Internationalization has been defined as "a process that prepares a community for successful participation in an increasingly interdependent world. The process should infuse all facets of a post-secondary education system and include an active involvement of government agencies and the employers sector, aimed at fostering global understanding and developing skills for effective living in a diverse and competitive world."

For Kazakhstan, this means, among other things, effectively equipping **graduates** with the wide range of skills, knowledge and competences required in the **global economy**; conducting internationally competitive research; using international experience and international providers to help increase the quality of higher education in Kazakhstan; and attracting international students and professors. Efforts in this area cannot be seen as peripheral. Faced with the challenges and opportunities presented by globalization, an internationalization strategy should be a central pillar of the overall strategic planning for higher education in the country.

#### *A major structural reform: adopting the Bologna framework in higher education*

A major step towards the internationalization of higher education in Kazakhstan has been the country's decision to adopt a major structural reform, commonly known as "**the Bologna Process**", taking place in the European Union. Identified officially as the most important and wide ranging reform of higher education in Europe since the immediate aftermath of 1968, the Bologna Process aims at establishing a European Higher Education Area (EHEA) by 2010, within which staff and students can move with ease and enjoy fair recognition of their qualifications. Kazakhstan is adopting the process despite the fact that the country is not eligible to be a member of the EHEA, since it is not a signatory of the European

Cultural Convention. Nevertheless, Kazakhstan has been commended for its pioneering efforts to reform its higher education system along the general lines of the Bologna Process.

Since this decision, **higher education institutions** in the country have been developing plans that will lead to a transition from the current types and levels of academic programmes to the three levels established under the Bologna framework: **Bachelor's degrees, Master's degrees and PhDs**, which currently take four years, two years and four to five years respectively. If planned and implemented well, this reform provides the opportunity not only to make the degrees offered in the country comparable with European degrees, but also to develop the higher education curriculum to include relevant international dimensions. However, the government agencies and HEIs involved need to be clear that adopting the Bologna framework goes beyond adopting the three level system. It also implies major changes in the way academic programmes are organized and offered. Among other things, programmes should be made more **student-centred**; they should be designed around desired outcomes rather than specified inputs such as study hours; and flexibility should be allowed in the way courses are structured, provided outcomes are achieved.

#### *Preparing students abroad: The Presidential Bolashak Scholarship Programme*

Due to the recognition that there are too few specialists with "advanced Western" education, in 1994 the government of Kazakhstan established a **scholarship programme** through which talented young people are fully supported to study abroad in leading institutions, not only at the graduate level, but also at the **undergraduate** level. Since its inception, the Presidential Bolashak Scholarship Programme has benefited more than 2 500 individuals who study or have studied in more than 20 countries. According to official data, nearly 800 of them, upon their return, have held leading **government positions** and **managerial jobs** in national companies, represented the country in international organizations, or developed **domestic businesses**.

The Programme is administered by a government owned company named Centre for International Programs (CIP), which was created for the purpose of managing the scholarships. Historically it provided an annual average of 100 scholarships to study abroad, although beginning in 2005 it increased to a record number of 1697. Most of the funded students are **enrolled in universities** in the United States (614), the United Kingdom (507), and Russia (219). No information was provided to the OECD review team on levels of study.

Changes in the regulations for the awarding of scholarships made by a government decree of 26 April 2006 are intended to make the selection process clearer and more transparent and focused. The new regulations also include mechanisms to mitigate the "**brain drain**" effect common to this kind of initiative, such as including the parents of the future international student as **collateral guarantors of payments** in case the student does not return to the country. At the same time, the CIP has dramatically expanded a partnership initiative with 84 universities and organizations in 24 countries. However, the links are not clear



between the goals of the programme, national and regional priorities, and the outcomes of the programme. Outcomes need to be seen not only in terms of numbers of students and graduates, but, even more importantly, in terms of their subsequent contribution to their country's innovation-led growth and prosperity.

Despite Kazakhstan's intention to build human capacity in sciences and technology, most of the supported students are enrolled in social and managerial sciences, although important emphasis is placed on preparing people for the power and oil and gas businesses. In contrast, limited support exists for other sectors also identified by the government as central priorities for the scientific and technological development of the country, such as Biology and Biotechnology (25 students representing only 1.47 % of total funded students), or Motor Industry and Mechanical Engineering (15 students representing only 0.89 %).

A more focused effort in fields of study strategically important to the government is reflected in the new regulations mentioned earlier. The 2006 Call for Applications for the Bolashak Programme has identified the following 13 priority **majors**: public administration, education, health care, space sciences, industrial and innovation development, rural territories development, housing construction, e-government, clusters (metallurgy, transport logistics, textile industry, food industry, tourism, oil and gas engineering, and construction materials), science, public safety, social and cultural development, and civil aviation. Challenges remain in better identifying appropriate **host institutions** for students, attracting past **recipients of the scholarship** back to the country and using their talent more effectively. There are also opportunities to optimize limited resources, by using the leverage power of the CIS more efficiently with host institutions and countries.

#### *Liberalization of higher education: space for international providers*

Kazakhstan is one of the leading countries in the world in the opening of its higher education system to international providers. More than a decade ago, new legislation allowed for the creation of private higher education institutions. This major change in educational policy also opened the door to international providers of higher education. Currently, there are 5 branches of foreign universities in the country.

Theoretically, by opening the country to international universities, the higher education system is internationalized to a certain extent. However, full internationalization makes alternative academic offerings available to students by including **joint degree programmes**, **dual degree programmes**, greater emphasis in the teaching/learning of other languages and exposing students to international **academic staff**.

#### *Exploring innovative approaches: recent initiatives*

Various initiatives are being implemented in the country to further accelerate the process of internationalization of higher education. This includes the planned construction of **modern facilities** for a Scientific and Educational Complex in which the "New University" will be established.



For Kazakhstan, this facility has been envisaged as the global university of the future, engaging in joint operations with universities from abroad.

Another initiative is a special incentive funding programme offered on a pilot basis by MOES to two public universities in the country to support the hosting of top level professors and researchers from abroad, working as **visiting scholars** in their research centres.

### *Outstanding issues*

Commendable efforts to internationalize higher education have been made in Kazakhstan, but important challenges remain. Based on the observations made during the OECD review visit and the analysis of the documentation provided, the following issues deserve the further attention of policy makers and institutional leaders.

### *Limited and uneven internationalization of higher education institutions*

Current approaches follow a very traditional pattern which assumes that internationalization is equal to the mere signing of memoranda of understanding (MOU) or agreements for collaboration with institutions abroad. It is well known in the international education field that the signing of agreements frequently does not go beyond the ceremonial and public relations effect, and that the impact of these agreements on the main functions of participating universities tends to be marginal. In general, institutional leaders in HEIs worldwide talk proudly about the many collaborative agreements they have signed. However, when someone asks about the concrete outcomes the response is usually vague and ambiguous. Kazakhstan is no exception.

There is limited evidence of the internationalization of the **curriculum**, the offering of studies in an internationally relevant second language, the availability of accessible opportunities for international exposure of academic staff, or the availability of accessible opportunities for international exchange students.

Some institutions have developed mission statements and even strategic plans in which reference is made to the importance of global issues and their role in preparing students for a competitive world. Also, some institutions have developed links with **employers** with the specific aim of producing internationally competitive graduates. However, more and wider concrete action is needed.

A major advance is that all the HEIs visited by the OECD team have **an office in charge** of international cooperation. However, it was evident that those entities are under-funded and understaffed. In addition, at the national level there is no group, association or committee composed of the heads of university international cooperation offices where its members could share ideas and experiences and foster mutual professional development.

All this said, there are some successful cases of internationalization in Kazakhstan higher education that show what is possible.

### *Second and third language competencies*

Command of an internationally useful second and third language has become

an important skill for success in the current global environment. One of the ten recommendations that UNESCO recently issued on building successful knowledge societies is to make **linguistic diversity** a priority. "Knowledge societies must be based on a double multilingualism... and it is advisable to encourage bilingualism and, insofar as possible, trilingualism as early as primary school".

English has become a *lingua franca* in the economic, business and academic environments in today's increasingly interconnected world. In 2001 it was estimated that 70% of scientific publications in circulation were written in English, 17% in French, 3% in German, 1.37% in Spanish, and the rest in other languages. English also dominates as a language of communication in the international business environment. Other languages of growing importance in the world are Cantonese and Mandarin, Spanish, Arab and Hindi.

Kazakhstan has the great advantage, in comparison with many other countries, of being a Kazakh/Russian **bilingual country**. Higher education institutions show none of the resistance to embracing multilingualism that often exists elsewhere: teaching and learning in two or more languages were "business as usual".

The language of instruction most used in HEIs in the country in 2005-06 was Russian, with 56.5% of students, followed by Kazakh, with 42.6%, English, with 0.9%, and others, mainly Uzbek, with 0.1%.

Over the five years shown, in which student numbers grew substantially, English-taught students increased by 249%, although the numbers are still small, while Kazakh-taught students increased by 149% and Russian-taught students by only 44%.

Nevertheless, if the country wants to become more competitive on the world stage and intends to equip its citizens with the skills to compete in **the global arena**, more serious consideration should be given to providing as many students as possible with full command of English. This is obviously not an activity to be undertaken only at the higher education level; it should begin much earlier. It requires a coordinated effort among the various levels of the education system to prepare and train teachers and develop the required supporting infrastructure. Seen from a long term perspective, a comprehensive, multi-level strategy on this matter would facilitate the internationalization of the curriculum, student and academic staff exchanges, and research at the higher education level. This should not be seen as diminishing the importance of local languages, but as complementing them.

Ensuring full command of a *lingua franca* at lower levels of the education system would allow other important regional languages, such as Mandarin, Kazakh, and Russian, to be offered as options at the higher education level.

Other countries that have struggled with a similar dilemma and succeeded include Denmark, Finland, Malaysia and Sweden.

#### *Lack of an international dimension in the academic curriculum*

The curriculum is the most powerful tool HEIs can use to prepare globally minded and internationally competitive graduates. This is especially true and more crucial when, despite the commendable efforts of governments, institutions and

individuals, still only a very small proportion of students enjoy the experience of studying abroad. Some academic programmes have included an international dimension in their curriculum, due to the nature of the academic field or the specific characteristics of a particular institution, but this is not the case in general.

In discussions with administrators, academic staff and students at institutions included in the OECD review visit, the importance of an international dimension to the teaching and learning process and to course content was widely recognized. It was less clear that anything is being done about it. A reason commonly cited by university administrators and teachers is that the curriculum is very rigid, detailed and inflexible, reinforced by excessive government regulation. It was also said that academic staff are not equipped to teach courses with an international dimension, and have very limited opportunities to acquire such a dimension through training.

#### *Student and academic staff international mobility*

The Bolashak Scholarship Programme, plus specific student and academic exchange arrangements established at the institutional level, are the main mechanisms to foster international mobility for students and academic staff in Kazakhstan. In recent years, more opportunities for **international mobility** have been made available to students and academic staff. In the case of students, from 2003 to 2005, the number of Kazakhstan nationals studying abroad has increased by 10.6%. At the same time, the number of foreign students in HEIs in Kazakhstan has grown by 13.2%. Over the same period, the number of individuals supported by the Bolashak Scholarship Programme to study abroad increased dramatically from fewer than 50 to almost 1 700.

However the overall numbers are very low if we consider that only around 2.7% of the total higher education enrolment in the country is able to study abroad. And those who do so tend to go to a narrow range of countries. Most opt to go to Russia. By contrast, those countries that attract the most foreign students have limited numbers of nationals from Kazakhstan. In the case of the United States – the largest worldwide recipient of international students with 22% of the total – the number of students from Kazakhstan has been relatively stable in recent years, almost stagnant, representing an average of only 0.08% of all international students in the United States.

In comparison with other countries in Central/South Asia (excluding India), Kazakhstan has a higher number of students in the US than Afghanistan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, among others, but ranks below Pakistan, Mongolia, Nepal, Bangladesh and Sri Lanka.

As regards the capacity of the country to receive international students, Kazakhstan's educational institutions enrolled 9 880 foreign students in 2005, representing 1.3% of the total student body. It is assumed that most of the students are from neighbouring countries, although no statistics were made available to the OECD team.

Attracting international students is recognized as making a useful contribution to the internationalization of local students and professors. In addition, institutions in



some countries have found this strategy to be a source of additional revenue, since they often charge higher fees to international students. Using the case of the US as a reference again – due to the limited information available from other countries – it is notable that only two students in the years 1999 to 2003 and ten students in the year 2003-04 chose Kazakhstan for their study abroad.

Some factors, identified by the OECD, underlying students' choice of a country in which to study include: **language of instruction**, the impact of **tuition fees** and **cost of living** in foreign destinations, the academic reputation of particular institutions or programmes, the flexibility of programmes with respect to counting time spent abroad towards degree requirements, the limitations of **tertiary education** provision in the home country, restrictive **university admission policies** at home, geographical, commercial or historical links between countries, future job opportunities, cultural aspirations, government policies to facilitate **credit transfer** between home and **host institutions**, transparency and flexibility of courses and degree requirements, and last, but not least, migratory regulations. A more detailed review of these factors is advisable if Kazakhstan's government and institutions consider that attracting more international students would be useful to the higher education system's internationalization strategy or its future viability when domestic student numbers decline.

As regards the international mobility of academic staff, no specific data was made available to the OECD team. However, academic staff at institutions visited mentioned that opportunities for international mobility are few, and concentrated in some **fields of study** and research. It was also said that the dissemination of information about opportunities for academic staff mobility could be improved, and that mechanisms used to assign these opportunities could be more transparent. An important limitation identified by the academic staff related to poor language skills. Also, there is no evidence that special measures are taken to encourage the return of researchers who have emigrated.

There is, however, some evidence that an increasing, but still small number of scholars from Kazakhstan spend time at peer institutions abroad. Again using information from the United States as a case in point, from 1998-2006, the number of scholars from Kazakhstan in that country grew by almost 87%. The 86 scholars from Kazakhstan in the United States during the 2005/06 academic year represented 5.87% of the scholars from the South/Central Asia region (excluding India), and 0.089% of the 96 981 international scholars in the United States. There may be a much larger number of Kazakhstan's scholars in Russia and other countries, although no information is available.

#### *The research agenda and internationalization*

An important dimension the government of Kazakhstan is considering as part of the process of national capacity building has to do with the further development of its research infrastructure. In today's world, competitive research needs to be planned and implemented from an international standpoint. This includes the development of international **joint/collaborative research projects**. Mechanisms to develop linkages



with peers are important, as are access to internationally competitive funding sources, preparation of researchers abroad and attracting them back to the country. As discussed in previous sections, Kazakh scholars have limited working relationships with peers abroad and further improvement is needed in the mechanisms for funding talented individuals for graduate study abroad under the Bolashak Scholarship Programme.

#### *Internationalization of higher education in a multicultural society*

Another key ingredient for the success of university graduates in a globally competitive labour market is related to the acquired capacity of the individual to interact and work in multicultural environments. Kazakhstan has important advantages in this, being a multicultural society. Enrolment in higher education institutions reflects this characteristic.

However, multicultural awareness should not be taken for granted. Concrete efforts to incorporate a multicultural perspective into the teaching/learning process would make graduates of HEIs in Kazakhstan more able to succeed in an international environment. This requires, among other elements, appropriate training for academic staff.

#### *Support infrastructure and institutional capacity for internationalization*

Individual HEIs in Kazakhstan are making efforts to manage their international cooperation agenda and activities better. It is common to observe the existence of an office directly responsible for international cooperation in institutional organization charts.

However, in the institutions visited by the OECD team it was evident that those offices are under-funded and understaffed. This is a critical limitation, considering that the field of international higher education has become highly specialized and sophisticated. In addition, at the national level there is no group, association or committee composed of the heads of university international cooperation offices in which its members could share ideas and experiences and foster mutual professional development. A clearing house through which institutions, academic staff and students could learn about opportunities for international engagement does not appear to exist.

Last, but not least, the presence of Kazakhstan's HEIs and related government agencies in international fora and international higher education organizations is very limited. None of the HEIs in Kazakhstan belong to key organizations in the field, such as the European Association for International Education (EAIE), the International Higher Education Association (NAFSA) or the Asia-Pacific Association for International Education. At the institutional leadership level, only seven universities from Kazakhstan belong to the International Association of Universities (IAU) and none belong to the OECD Programme on Institutional Management in Higher Education (IMHE). A more active and well-coordinated presence of Kazakhstan's higher education institutions in selected key organizations and educational fairs would contribute substantially to improving the country's

positioning and capacity for international partnerships and to increasing student and academic staff exchanges.

### Topical Vocabulary

**exchange of students** - программа обмена студентами

**a collaborative agreement** - соглашение о сотрудничестве соглашение о сотрудничестве

**national policy** - государственная политика

**a graduate** - выпускник

**global economy** - мировая экономика

**the Bologna Process** - Болонский процесс (процесс сближения и гармонизации систем высшего образования стран Европы с целью создания единого европейского пространства высшего образования)

**a higher education institution** - высшее учебное заведение

**Bachelor's degree** - степень бакалавра

**Master's degree** - степень магистра

**PhD** - доктор философии

**student-centred** - лично-ориентированный

**a scholarship programme** - стипендиальная программа

**undergraduate** - лицо, не завершившее освоение основных образовательных программ высшего образования

**a government position** - правительственная должность

**a managerial job** - управленческая работа

**domestic business** - отечественный бизнес

**to be enrolled in a university** - быть зачисленным в университет

**brain drain** - утечка мозгов

**a collateral guarantor of payment** - залоговый гарант оплаты

**a major** - специальность

**a recipient of the scholarship** - получатель стипендии

**a joint degree programme** - программа двойного диплома

**a dual degree programme** - программа двух дипломов одинаковой степени, полученных в одном и том же или одинаковых вузах

**academic staff** - профессорско-преподавательский состав

**modern facilities** - современные материальные базы

**a visiting scholar** - приглашенный ученый

**a curriculum** - учебный план

**an employer** - работодатель

**an office in charge of smth.** - отдел, отвечающий за что-либо

**linguistic diversity** - языковое разнообразие

**a lingua franca** - язык общения

**a bilingual country** - двуязычная страна

**global arena** - мировая арена

**international mobility** - международная мобильность

**a language of instruction** - язык обучения

**tuition fee** - плата за обучение

**cost of living** - стоимость проживания

**tertiary education** - высшее образование

**university admission policy** - правила поступления в университет

**credit transfer** - признание, зачёт результатов учебного процесса при смене места обучения

**a host institution** - принимающее учебное заведение

**a field of study** - область исследования

**joint/collaborative** - совместный

**a research project** - научно-исследовательский проект

### 1. Answer the questions:

- 1) What is internationalization of higher education?
- 2) What does the Bologna process aim at?
- 3) What is the three level system established under the Bologna framework?
- 4) What are the goals of the Bolashak Scholarship Programme?
- 5) Why were changes in the regulations for the awarding of scholarships made by a government decree of 26 April 2006?
- 6) What is the problem with offices in charge of international cooperation?
- 7) What is a lingua franca?
- 8) What are the factors, underlying students' choice of a country in which to study?
- 9) What about the international mobility of academic staff?

### 2. Make reports on the following issues:

- 1) Bologna process
- 2) European degrees
- 3) The Bolashak Scholarship Programme

## WATCHING VIDEO

### The UK Study Experience

*Students from all over the world talk about their experiences of studying in the UK*

#### I. Before-watching task

**Match the vocabulary with the correct definition and write a-f next to the numbers 1-6.**

- |                    |  |
|--------------------|--|
| 1..... to go on    | a. in or from a different country              |
| 2..... fascinating | b. amazing, really good                        |
| 3..... awesome     | c. very interesting                            |
| 4..... foreign     | d. to happen                                   |
| 5..... an influx   | e. the way a person thinks about things        |
| 6..... outlook     | f. an arrival of a large quantity of something |

#### II. While-watching task

Which five ideas do the speakers mention? Tick (✓) all the correct answers.

- ..... a. It's easy to travel around.
- ..... b. The food is amazing.
- ..... c. The surroundings are beautiful.
- ..... d. I feel really fluent in English now.
- ..... e. I've made a lot of new friends.
- ..... f. I'm doing lots of new things.
- ..... g. There is time to do everything you want.
- ..... h. I am more confident about myself now.

### III. After-watching tasks

#### 1. Complete the gaps with the italicized words.

*going on; join; made; be; changed; having; feel; seeing*

1. I have \_\_\_\_\_ so many new friends here.
2. There's like this love of \_\_\_\_\_ these different sites that you, I mean you see in the movies or you hear about in school and stuff.
3. The music scene, the creativity, it's awesome. There always something \_\_\_\_\_.
4. I know there are 53 just sports teams that you can \_\_\_\_\_.
5. Coming and living in a different country has completely \_\_\_\_\_ my outlook on life.
6. I think I'm much more confident and I \_\_\_\_\_ like I can do anything.
7. I've been \_\_\_\_\_ a lot of experiences that I've never had in my past 19 years of life.
8. I've found the person that I truly am and I don't have to \_\_\_\_\_ anybody that I'm not.

#### 2. Discuss the question: Would you like to go to university in the UK?

#### Settling in to UK Student Life

*How does it feel coming from abroad to study in the UK? Students from the United States share their experiences of settling in to UK student life.*

#### 1. Before-watching task

**Match the vocabulary with the correct definition and write a-h next to the numbers 1-8.**

- 1..... to settle in
- 2..... freshers
- 3..... two dozen
- 4..... an ambassador
- 5..... roommates
- 6..... to get along
- 7..... to let go
- 8..... stereotypical



- ii. to have a good relationship
- b. to become comfortable with a new way of life
- c. the people you share your room with
- d. new university students
- e. twenty-four
- f. to relax and not be shy
- g. based on an oversimplified or false idea that people have about the characteristics of a person or group
- h. an official representative of a particular group or country

**II. While-watching tasks**

**1. Match the people with the ideas and write a–e next to the speakers 1–5.**

- 1..... Speaker 1: Ashlee
- 2..... Speaker 2: William
- 3..... Speaker 3: Marlee
- 4..... Speaker 4: Harry
- 5..... Speaker 5: Briana

- a. I feel more confident and outgoing here.
- b. I have an official role helping international students.
- c. The journey to the UK was more difficult than the arrival.
- d. Students are at the heart of this city.
- e. I realize it's a cliché, but that's why I came here.

**2. Decide whether these sentences are true or false.**

- 1. Ashlee likes the people she lives with.
- 2. William thinks the activities organized for new students help you make friends.
- 3. William found it difficult to be himself with people at first.
- 4. Marlee helps students from all over the world settle in to life at her university.
- 5. Harry had a bad experience with fish and chips.
- 6. Harry thinks living in a different country helps you appreciate the culture.
- 7. Briana still likes the special atmosphere of her university.
- 8. Briana says that Edinburgh University feels close to home.

**III. After-watching task**

**Complete the gaps with the italicized words.**

*stereotypical; freshers; get along; dozen; live; run; ambassador; settle in*

- 1. Me and my roommates we all \_\_\_\_\_, so that's great.
- 2. There's a whole heap of \_\_\_\_\_ events, which were great at helping people socialize.
- 3. I made two \_\_\_\_\_ friends in the first week I was here.
- 4. Now as a second year I'm an international \_\_\_\_\_ for American students coming to

Bangor.

5. I help them \_\_\_\_\_, and we go on trips all over the UK and see different places.

6. I hate to be like the \_\_\_\_\_ Beatles fan, but I came here 'cause Paul and John, obviously.

7. I really like this city. I like how small it is and everything and how there's so many places to play \_\_\_\_\_.

8. It's almost like the students really \_\_\_\_\_ this city.

## TEXT 2

### Dream or Reality?

This fall several thousand students in Kazakhstan will enter universities of a very different type - research universities. In an attempt to reform its higher education system, introduce international standards and encourage research and innovation, the Ministry of Education of Kazakhstan plans to designate 5-6 universities (out of 146), as research universities. These educational institutions - modeled after US research universities such as MIT and Stanford - are envisioned as centers of research and innovation where a new generation of researchers and scholars will prepare to deal with the challenges of globalization. But will these universities deliver the intended outcomes?

Kazakhstan's "On Science" law of spring 2011 introduced the concept of the research university in a drive to further reform the country's higher education system. The main goals of the Ministry of Education (MoE) of Kazakhstan, which was the major force behind the law, are to integrate Kazakhstan's universities into the global education system, to improve educational standards and to strengthen bridges between science, academia and industry. This step is part of an even more ambitious government-sponsored program, which in the words of MoE minister Bakytzhan Zhumagulov has three "breakthrough" components: "breakthrough in education, breakthrough in sciences and breakthrough in innovation development".

The country is not alone in its aspiration to reform the national higher education system and to make it more competitive in the era of globalization. Many countries around the world are working on similar programs. Neighboring Russia, for example, has invested billions of dollars into its Skolkovo project, dubbed the future Silicon Valley of Russia. This trend reflects, in the words of J.G. Wissema, an expert on international education, a global movement "towards the third generation universities," a theory which is expounded in his influential book of the same name. He argues that the first generation universities, such as the University of Paris, were institutions which collected knowledge inherited from the Classic era of Plato, Aristotle and others, and attempted to preserve this knowledge throughout the early medieval era. Second generation universities, such as the Humboldt University of Berlin, were institutions which created science-based knowledge, focusing on pure science and not always on the application of their know-how to innovations. The third generation universities, which have emerged across the globe during last few

decades hand-in-hand with the rise of globalization, merge research and education with new entrepreneurial activities, and serve as a platform for industry, private financiers (investment angels) and corporate managers to meet and work on innovation projects.

For Kazakhstan, the establishment of third generation universities is a tall order. Like in many ex-socialist countries around the world, higher education in Kazakhstan has for the most part been separated from applied research and has had weak links with industry. For many decades, various industrial sectors and even large enterprises maintained their own Research and Development (R&D) facilities, design bureaus and special laboratories, which inhabited their own universe and were often out of touch with discoveries in the world of “pure science” academia. Thus, both had no platform on which to learn from each other, and it took years for new ideas to be converted into innovative projects. However, in the era of globalization and tough competition in international markets, the lifespan from research and scientific discoveries into real product must be dramatically shortened.

#### **Answer the questions:**

1. Why is the text titled like this?
2. What is a research university?
3. What goal does MoE try to achieve?
4. Do you think it is dream or reality?

#### *TEXT 3*

##### **What is Horizon 2020?**

Horizon 2020 is the biggest EU Research and Innovation programme ever with nearly €80 billion of funding available over 7 years (2014 to 2020) – in addition to the private investment that this money will attract. It promises more breakthroughs, discoveries and world-firsts by taking great ideas from the lab to the market.

Horizon 2020 is the financial instrument implementing the Innovation Union, a Europe 2020 flagship initiative aimed at securing Europe's global competitiveness. Seen as a means to drive economic growth and create jobs, Horizon 2020 has the political backing of Europe's leaders and the Members of the European Parliament. They agreed that research is an investment in our future and so put it at the heart of the EU's blueprint for smart, sustainable and inclusive growth and jobs.

By coupling research and innovation, Horizon 2020 is helping to achieve this with its emphasis on excellent science, industrial leadership and tackling societal challenges. The goal is to ensure Europe produces world-class science, removes barriers to innovation and makes it easier for the public and private sectors to work together in delivering innovation.

Horizon 2020 is open to everyone, with a simple structure that reduces red tape and time so participants can focus on what is really important. This approach makes sure new projects get off the ground quickly – and achieve results faster.

The EU Framework Programme for Research and Innovation will be complemented by further measures to complete and further develop the European

Research Area. These measures will aim at breaking down barriers to create a genuine single market for knowledge, research and innovation.

**1. Give a summary of the text “What is Horizon 2020?”**

**2. Debate: What are the advantages/disadvantages of participating in such research programs for Kazakhstani scientists? Can they compete with foreign researchers?**

#### **WATCHING VIDEOS**

**Watch a number of videos and answer the questions on them:**

##### **Kazakhstan and Education**

1. What is the occupation of the first interviewee?
2. What does she think about Kazakhstan’s education and its future?
3. What does she mention about reforms?
4. What is the opinion of another interviewee who is a public administration specialist on the future of Kazakhstan’s education?
5. What are the ingredients for building a successful educational system according to the interviewer and does Kazakhstan possess them?
6. What points do you agree/disagree with?

##### **Nazarbayev Intellectual School of Astana**

1. What is the mission of Nazarbayev Intellectual schools?
2. What is the connection between rich mineral resource stores and NIS?
3. Trilingual curriculum is already applied in the school. How effective do you think it is?
4. What problems can arise there?
5. Reforms of the Ministry of Education are aimed at turning all schools of Kazakhstan into NIS type establishments. What is your opinion on the point?

##### **Nazarbayev Intellectual School in Semey**

1. What does Wikipedia say about Semey?
2. What did foreign teachers think about Semey before they came here?
3. What do they say about their pupils?
4. What was the reason of making the video?
5. If you were a foreign teacher would you come to Semey after watching the video?

**Write an essay:** My thoughts on the current system of education.



## 2.2 The Role of a Foreign Language in the Formation of Tolerance and Mutual Understanding between Representatives of Different Political Systems, Cultures and Denominations



### Discuss the questions with other students:

1. What do photographs suggest about languages in the modern world?
2. How much the English language do you see in public places in your country?
3. How important a part of someone's identity is their first language?

#### 4. Is the use of a foreign language in any way damaging to this identity?

##### TEXT 1

##### A Global Language

More people **speak English** than any other language, but according to English language expert David Crystal, **non-native speakers** now **outnumber native speakers** by three to one. "There's never before been a language that's been a spoken more as a **second language** than a **first**," he says. How many people can speak English? Some experts estimate that 1.5 billion people – around one-quarter of the world's population – can **communicate in English**. By the end of last year, the number of adult English speakers in Asia had reached 350 million. And according to the British Council, in ten years' time 2 billion people will **study English** and about half the world's population will speak it. Never in recorded history has a language been as widely spoken as English today.

Why such **enthusiasm for English**? The reason why millions are learning it is simple: it is the language of international business and therefore **the key to prosperity**. "We always tell students they need two things to **succeed** – English and computers," says Chetan Kumar, manager of a language school in Delhi. For middle classes in India, English mean a prized job in a call centre. And the story is the same in other parts of the world. As a Toyota factory in Czech Republic, English was chosen as **the working language** of the Japanese, French and Czech staff. Many other **multinational companies**, like Samsung and LG Phillips, have started moving towards **an English-only email policy**. Technology is a big factor in all this change – 80% of the world's electronic information **is stored in English**. It is not just multinational companies such as Microsoft, Google, and Vodafone conduct their business in English; it is the language in which the Chinese speak to Brazilians and Germans to Indonesians.

David Graddol, the author of *English Next*, says it is tempting to view the story of English simply as a triumph for its native speakers in North America, Britain, and Ireland, and Australia – but that would be a mistake. Global English has entered a more complex phase, changing in ways that the English-speaking countries cannot and might not like. The way that people study English is also changing. In South Korea, for example, the national government had been building **English immersion schools all over the country**, where teenagers live in an **all-English environment** for up to four weeks at a time. In these "English villages" students check into their accommodation, go shopping, order food, go to the bank, take cooking classes or acting lessons – all in English And they seem to enjoy experience – when we visited one acting class, a student was pretending to be the film star Orlando Bloom, to the obvious amusement of his classmates.

However, these new **English speakers** aren't just learning the language – they're changing it. There are hundreds of different types of English in the world today, such as "Hinglish", the Indian mix of Hindi and English. New words are being invented every day **all over the world**. Professor Barbara Seidhofer, Professor of English and **Applied Linguistics** at the University of Vienna, records and transcribes

spoken English interactions between speakers of the language around the world. She says her team has noticed that non-native speakers are varying **Standard English** grammar in several ways. Even the most competent speakers sometimes omit the "s" in the third person singular. Many omit definite and indefinite articles where they are required in Standard English, or put them in where Standard English does not use them. Nouns that are not plural in native-speaker English are used as plurals by non-native speakers (e.g. "informations", "knowledges", "advices"). Other variations include "make a discussion", "discuss about something" or 'phone to somebody". Many native English speakers will insist that these are not variations, they are mistakes. "Knowledges" and "phone to somebody" are simply wrong. Many non-native speakers who teach English around the world would agree. But language changes, and so do notions of grammatical correctness. Those who insist on standard English grammar remain in powerful position. Academics who want their work published in international journals have to adhere to the grammatical rules followed by native English-speaking elites. But **spoken English** is another matter. Why should non-native speakers bother with what native speaker regard as correct? Their main aim, after all, is to be understood by one another, and in most cases there is no native speaker present. Professor Scidhofer says, "I think that we are looking at is the emergence of a new international attitude, the recognition and awareness that in many international contexts non-native speakers do not need to speak like native speakers, to compare themselves to them, and thus always feel 'less good'".

An important question one might ask is: Whose English will be in the future? The majority of encounters in English today take place between non-native speakers. According to David Graddol, many **business meetings** held in English appear to run more smoothly when there are no native English speakers present. This is because native speakers are often poor at ensuring that they are understood in international discussions. They tend to think they need to avoid longer Latin-based words, but in fact **comprehension problems** are more often caused by their use of **colloquial English**, especially idioms, metaphors and phrasal verbs. On one occasion, at an international student conference in Amsterdam, conducted in English, the only British representative was asked English to be "less English" so that others could understand her. As David Crystal says, "No one owns English now. What happens to it is on the shoulders of all of us."

### Topical Vocabulary

**to speak a language** - говорить на каком-либо языке

**English language expert** - специалист в области английского языка

**a native speaker (non-native speaker)** - носитель языка (не носитель языка)

**to outnumber** - превышать числом

**a second language** - язык, наиболее распространённый в стране, кроме национального; второй язык; иностранный язык, на котором ведётся преподавание в школах

**a first language** - родной язык

**to communicate in English** - вести общение на английском языке



**to study a language (English)** - изучать язык  
**enthusiasm for English** - энтузиазм по поводу английского языка  
**the key to prosperity** - ключ к успеху  
**to succeed** - добиться успеха, преуспевать  
**a working language** - рабочий язык (в международных организациях);  
**a multinational company** - транснациональная корпорация  
**an English-only email policy** - внутренняя политика организации, предписывающая ведение электронной переписки исключительно на английском языке  
**to be stored in English** - храниться на английском языке (об информации)  
**a language immersion school** - школа с языковым погружением  
**all over the country (world)** - по всей стране (всему миру)  
**a language environment** - языковая среда  
**an English speaker** - англоговорящий  
**Applied Linguistics** - прикладная лингвистика  
**Standard English** - литературный английский язык; нормативный английский язык  
**spoken English** - разговорный английский язык  
**to learn a language** - учить язык  
**a business meeting** - деловое совещание  
**a comprehension problem** - проблема понимания  
**colloquial English** - разговорный английский язык

### 1. Discuss the question:

How important is learning English in your country?

### 2. Read the article above about learning English around the world. Match headings a)-d) to paragraphs 1-4.

- Learn English 24 hours a day
- A changing language
- An English-speaking world
- A passport to employment
- Who owns English?

### 3. Tell what the article says about these people, numbers, things and places:

*native speakers*      350 million      2 billion      1,5 billion      a call centre  
*Toyota*      *Samsung*      80%      *South Korea*      *Hinglish*      *Standard English*

### 4. Choose the correct words in these phrases:

- 1) *my first/last* language (is) ...
- 2) be bilingual *in/at* ...
- 3) be fluent *at/in*
- 4) be reasonably good *on /at* ...
- 5) can get *to/by* in ...



- 6) know a *little/few* words of ...
- 7) can't speak a word *of/with* ...
- 8) can *have/make* a conversation in ...
- 9) speak some ..., but it's a *lot/bit* rusty
- 10) pick *up/off* a bit of ...on holiday

## TEXT 2

### English in the World

In the minds of many people there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economic progress made by English-speaking nations in the past 200 years, and is likely to remain so, gradually consolidating its position.

An impressive variety of facts about usage support this view. According to conservative estimates, mother-tongue speakers have now reached around 300 million; a further 300 million use English as a second language; and a further 100 million use it fluently as a foreign language. This is an increase of around 40% since the 1950s. More radical estimates, which include speakers with a lower level of language fluency and awareness, have suggested that the overall total is these days well in excess of 1,000 million. The variation results largely from a lack of precise data about English language use in such areas as the Indian sub-continent, where the historical impact of the language exercises a continuing influence on many of its 900 million people, and China where there has been a burst of enthusiasm for English language studies in recent years, with over 100 million people watching the BBC television English series *Follow Me*. Even if only 10% of these learners become fluent, the effect on totals is dramatic: the number of foreign learners is immediately doubled.

Surveys of range of use carried out by UNESCO and other world organizations reinforce the general statistical impression. English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is either dominant or well established in all six continents. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Over two-thirds of the world's scientists write in English. Three-quarters of the world's mail is written in English. Of all the information in the world's electronic retrieval systems, 80% is stored in English. English radio programmes are received by over 50 million in 120 countries. Over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level (these figures exclude China). In any one year, the British Council helps a quarter of a million foreign students to learn English, in various parts of the world.

*From The Cambridge Encyclopedia of Language by David Crystal*

**1. Name six countries where English is the first language or main language.**

**2. Read this passage above and find the answers to these questions:**

How many . . .

- 1) people speak English as a first language?
- 2) people speak English as their second language?
- 3) children study English in schools?
- 4) students does the British Council teach annually?
- 5) countries have English as an official language?
- 6) countries receive broadcasts in English?
- 7) English speakers are there altogether?
- 8) scientists write in English?

### 3. Discuss these questions:

- 1) Which countries can you name where English is used as a second language or lingua franca between people who speak different local languages?
- 2) How many different non-English-speaking nationalities have you communicated with in English yourself?

### 4. Check you understand the meaning of the phrases in bold.

- 1) Why do you think English has become a "**lingua franca**", used by people around the world to communicate? What factors contributed to its rise as a **global language**?
- 2) Think of three ways to improve your **command of a language** and one situation where you need to **mind your language**.
- 3) What happens when you experience a **language barrier**? Do you think these will still exist in the future? Why/Why not?
- 4) Can you name a **dead language**? Can you name a country where the **official language** is different from the **everyday language**? Do you think this is a problem?

### 5. Discuss the questions above.

## LISTENING COMPREHENSION

### Stephen Fry's English Delight

#### 1. Before-listening task

**Work in pairs. Read the radio programme listing and answer the questions.**

1. What do Stephen Fry and David Crystal discuss in the programme?
2. What are the two main reasons given for why English is changing?
3. What kinds of changes are mentioned?

As the use of English as a lingua franca continues to grow and spread around the world, the language itself is changing - adapting to how its speakers use it. The number of people who speak English as a second language has now grown to far outweigh the number of native speakers. Professor David Crystal, a world authority in language change, thinks sounds which some speakers find difficult to pronounce might disappear. And the vocabulary will certainly change, too.

The other huge influence on the way English will change relates to technology. With computers that 'read' text and automatic person-to-person translators, will

computers soon be joining the swelling billions who use and change English? In this BBC radio programme, Stephen Fry and Professor David Crystal discuss the evolution of English.

### II. While-listening tasks

#### 1. Listen to part of the programme. Tick the topics that are mentioned.

- culture and identity
- new Englishes
- the type of English spoken by computers
- local languages/local brands of English
- changing pronunciation
- English as a mother tongue
- English as a second or foreign language

What do they say about each point?

e.g. *Language is linked to your culture and identity because everything that makes up your identity (plants, animals, history etc.) has to be expressed with language.*

#### 2. Two of the sentences below are incorrect. Listen to the programme again and correct them.

- 1) The way English continues to move across the globe gives us a whole range of Englishes.
- 2) In the beginning, there were just British English and American English, and then came Australian English, South African English, Indian English and so on.
- 3) When a country adopts a new language, it changes it to suit its local needs.
- 4) English has been adopted by more than sixty countries around the world.
- 5) There are about 400 million first language speakers of English.
- 6) Around the world, one fifth of the population speaks English as a second or foreign language.

### III. After-listening task

#### Discuss the following:

How do you think English will change in the next 200 years? Do you think it will continue to be a global language? Do you think other languages will become more important?

### WATCHING VIDEO

#### English Mania

#### 1. Before-watching tasks

#### 1. Study the definition below. Do you think the word is approving or disapproving?

*mania(noun):* a very strong interest in something which uses up all your time and energy; a powerful obsession

**2. Match the descriptions and terms on the left to the manias on the right:**

- |   |                    |
|---|--------------------|
| 1) hysterical teenagers                         | a. Beatle mania    |
| 2) deafening crowds, chanting, cheering, booing | b. exercise mania  |
| 3) rapture, weeping, visions                    | c. political mania |
| 4) compulsive over-exercising                   | d. religious mania |
| 5) screaming slogans, waving flags              | e. sports mania    |

**II. While-watching tasks**

**1. Jay Walker, an entrepreneur and inventor, is going to give a talk on the world's "English mania". Watch the introduction to his talk. Which of the manias in the exercise above does he mention or refer to?**

**2. Guess the correct answer for each question below. Watch the rest of the talk and check your answers.**

1) How many people are trying to learn English worldwide?

- a. 500 million b. 1 billion c. 2 billion

2. Which country will become the largest English-speaking country in the world?

- a. the USA b. China c. India

3. In which school year do Chinese school children start learning English by law?

- a. third grade (8-9 yrs) b. fifth grade (10-11) c. sixth grade (11-12)

4. How long does China's 'Gaokao' school-leaving examination last?

- a. 3 hours b. 12 hours c. 3 days

5. How many Chinese high school students have taken the Gaokao?

- a. 10 million b. 40 million c. 80 million

**3. Put 'T' (True) or 'F' (False) next to the statements below:**

- 1) The speaker thinks that English mania is an unhealthy obsession.
- 2) According to the speaker, learning English represents opportunity for a better life.
- 3) The speaker believes that English will replace all other languages in the future.
- 4) The speaker believes that knowing English will enable people to become involved in global discussions.
- 5) The speaker believes that learning English is popular because of America.

**4. Study the words below using a dictionary, then complete the sentences from Jay's talk. Check your answers by watching the video again or reading the transcript.**

*alarming gruelling harnessing tsunami unimaginable*

- 1) Manias can be good. Manias can be \_\_\_\_\_. Or manias can be deadly.
- 2) 80 million high school Chinese students have already taken this \_\_\_\_\_ test.
- 3) The intensity to learn English is almost \_\_\_\_\_.
- 4) Is English a \_\_\_\_\_, washing away other languages?
- 5) Like the \_\_\_\_\_ of electricity in our cities or the fall of the Berlin Wall, English represents hope for a better future.



### **III. After-watching task**

#### **Discuss any of the following questions:**

1. What do you think of the English learning methods shown in the presentation?
2. How important is learning English in your country?
3. How would you describe the quality of your country's education system?
4. Has 'English mania' influenced your native language?

### **English Is Great**

Richard finds out about all the different kinds of English and talks to some of the hundreds of thousands of students who come to Great Britain to learn English every year.

#### **I. Before-watching task**

##### **Discuss the questions:**

1. Why do you think English is the world's most widely used language?
2. What are the advantages of studying English in an English-speaking country?
3. Would you like to study English in the UK? Where would you go?

#### **II. While-watching tasks**

##### **1. Put what happens in the video in the right order.**

- a) Martin explains how technology can help learners of English.
- b) Richard asks about different types of English.
- c) Richard asks about English as a global language.
- d) Richard asks if technology changes language.
- e) Richard talks about the importance of English for work and study.
- f) Richard visits the British Council.
- g) Some people talk about their experiences of studying in Britain.

##### **2. Choose the best answer according to the video.**

- 1) The British Council...
  - a) works to make cultural relationships with other countries.
  - b) gives help to people who want to learn English.
  - c) makes resources available for people who teach English.
  - d) all of the above are true
- 2) Martin Peacock...
  - a) teaches English for the British Council.
  - b) thinks there are many global languages.
  - c) has a northern English accent.
  - d) all of the above are true.
- 3) Martin says that English is a global language because...
  - a) it's used in a lot of different contexts globally.
  - b) there are many different varieties of English.
  - c) it's spoken by large numbers of people.
  - d) all of the above are true.

- 4) Martin says that technology...
- has speeded up the way that languages change.
  - lets people read more authentic English.
  - lets people translate languages.
  - all of the above are true.
- 5) Clare, Maximiliano, Alexander and Anthony...
- are all studying English in Britain.
  - all agree that British people are nice.
  - all say that English will help them in their careers.
  - all of the above are true.

### III. After-watching tasks

#### 1. Put the words in the right spaces.

- coined
  - resources
  - doors
  - scale
  - engage
  - turned
  - fields
  - widely
- The British Council provides \_\_\_\_\_ for people learning English.
  - There are other languages which are used very \_\_\_\_\_ and spoken by many people.
  - In the past, new words were \_\_\_\_\_ by people - it might have been in a speech or a newspaper article or in a book.
  - The Internet allows people to read and translate languages like English, on a massive \_\_\_\_\_.
  - Knowledge of the language is often important in \_\_\_\_\_ like medicine, business and computing.
  - English opens \_\_\_\_\_ to employment, education and mobility.
  - English helps teachers and learners \_\_\_\_\_ across the globe.
  - I just \_\_\_\_\_ twenty-four last February and I'm from Malaysia.

#### 2. "English is used very widely". 'Widely' is an adverb. But not all adverbs end in 'ly'. Add 'ly' to the adverbs in these sentences - but only if necessary!

- Portuguese is a wide \_\_\_ spoken language
- I thought the film was deep \_\_\_ moving.
- I wanted to sleep late in the holidays, but I was always wide \_\_\_ awake at 6.30.
- The thing I hate most \_\_\_ about my boss is her bad temper.
- The pirates hid the treasure buried deep \_\_\_ beneath the sand.
- I wouldn't say he's a friend - I hard \_\_\_ know the man.
- Time goes really fast \_\_\_ when you're enjoying yourself.
- I don't do much on Sunday evenings - just watch television most \_\_\_.

- 9) He played well, but he didn't come near \_\_\_ to winning the match.
- 10) He threw the ball so hard \_\_\_ that no-one could possibly catch it.
- 11) Stay close \_\_\_ to me at the concert if you don't want to get lost.
- 12) I ate near \_\_\_ a whole box of chocolates last
- 13) Don't get so upset - take it easy \_\_\_.
- 14) The actor left the nightclub, close \_\_\_ followed by a crowd of photographers.

### TEXT 3

#### **Trilingualism in Kazakhstani Higher Education: Prospects and Challenges**

At present, the approach to the Kazakhstani higher education is drastically changing. It is due to many reasons, the basic one being the 2030 Kazakhstan development program. In his 1998 Presidential Address, President Nursultan Nazarbayev stated the accomplishments and problems of the country and announced the priorities of the country's development for the period up to 2030. He expressed his belief that each citizen of Kazakhstan "has ripened a profound awareness of the fact that one can no longer live for the day only, merely in an incessant turmoil of settling present day tasks" and they had to well remember that "apart from the goals set for the period of today, our generation bears tremendous responsibility to future generations, which is, in fact, responsibility of parents and grandparents to their children and grandchildren." Speaking about building a new state, a new market economy and a new democracy, the necessity to honestly analyze both external and internal factors of the country's development and to identify priorities and elaborate the relevant strategy on the basis of the people's general consolidation, on the basis of Kazakhstani history and unique circumstances was mentioned. The long-term priorities of the country, mentioned in the Program, were national security, country's political stability and consolidation of the society economic growth based on an open market economy with high level of foreign investments and internal savings to gain realistic, stable and steadily growing rates of economic growth, power resources, health, education and well-being of Kazakhstani citizens.

A real problem in designing and developing courses for trilingual education programs is in lack of precise requirements as to the skills and competencies a trilingual specialist should have on the completion of the education program. Without filling this gap it is impossible to properly design any course of the program. Of even greater concern is the focus of those who are in charge for the realization of the Program on its social and organizational aspects. We cannot deny the importance of motivating people to learn languages, the necessity to form closer links with the world leading universities or provide professional development programs for teachers of English, however, many efforts may be in vain, if the methodology is not proper. Here there are still many problems to solve, one of which appears to be with the development of lingual personality. It is well-known that many problems with acquisition of a foreign language are connected with insufficient development of language skills in the native tongue. At the initial stage of language acquisition it is vital to properly develop phonetic skills, that is, phonemic hearing as well as connected with it word analysis and synthesis. Otherwise, it will result in numerous

spelling mistakes, more difficulties in learning how to read and write not only in one's native, but also in a foreign language the person may study. Similarly, poor vocabulary, lack of knowledge in combinatory potential, stylistic stratification of words, and word-building limit the person's ability to speak and write properly in any language he/she may use. Another challenge is design and development of integrated courses as for that not only good language proficiency, but teaching techniques used in the formation of language skills are required. Therefore, school and university teachers who are to give integrated courses should be trained both in the language and in methods of teaching a foreign language as it is the only way to make a language integrated course effective. These are only some of many challenges Kazakhstani educators face, yet there is hope that support of the state, greater autonomy of the universities and competence of educators will help realization of trilingual higher education in the Republic of Kazakhstan.

### 1. Fill in the gaps:

- 1) In his 1998 Presidential Address, President Nursultan Nazarbayev stated the \_\_\_\_\_ and \_\_\_\_\_ of the country and announced the priorities of the country's development for the period up to 2030.
- 2) Speaking about building a new state, a new market economy and a new democracy, the necessity to honestly analyze both \_\_\_\_\_ and \_\_\_\_\_ factors of the country's development and to identify priorities and elaborate the \_\_\_\_\_ on the basis of the people's general consolidation, on the basis of Kazakhstani history and \_\_\_\_\_ was mentioned.
- 3) A real problem in \_\_\_\_\_ and developing courses for trilingual education programs is in lack of \_\_\_\_\_ as to the skills and competencies a \_\_\_\_\_ should have on the completion of the education program.
- 4) We cannot deny the importance of motivating people to learn languages, the necessity to form closer \_\_\_\_\_ with the world leading universities or provide \_\_\_\_\_ for teachers of English, however, many efforts may be in vain, if the methodology is not proper. Here there are still many problems to solve, one of which \_\_\_\_\_ to be with the development of \_\_\_\_\_.
- 5) These are only some of many \_\_\_\_\_ Kazakhstani educators face, yet there is hope that support of the state, \_\_\_\_\_ of the universities and competence of educators will help realization of \_\_\_\_\_ higher education in the Republic of Kazakhstan.

### 2. Round table: Reality of trilingualism.

#### TEXT 4

#### Language Factor in the Formation of National and Cultural Identity of Kazakhstan

The concept of language policy in Kazakhstan determines its main difficulty in "creating an optimal language area of the state", requiring "a clear definition of the functional relation of languages in which the state language should take its rightful



place”.

Kazakh President Nursultan Nazarbayev in his book “In the flow of history” believes that national diaspora can act in “arrayed common Kazakh cultural reality not as broken crops of their ethnic and continent cultures, but become authorized representatives of Kazakhstan, one of the channels of relationship between our country and national and cultural systems of other states”.

National communities living in the newly independent state - the Republic of Kazakhstan, have an important mission to act as agents of cultural dialogue between Kazakhstan and other countries. At the same time ethno-linguistic communities in Kazakhstan show its political, linguistic, ethnic subjectivity through their cultural development and cultural activities, including, exit to the level of international relations.

Authors of the guide “Languages of the Peoples of Kazakhstan” noted that despite the political and other influence on the process and results of the census realization, as well as objective difficulties in the sociolinguistic identification and inventory of languages, a list of 126 languages spoken in Kazakhstan, which, in accordance with the status and spread in Kazakhstan and in the main country of residence of reference peoples were divided into the following groups : (1) State Kazakh language, (2 ) Russian (3) Exogenous and endogenous languages of diaspora (4) Immigrant languages. It is quite obvious that with such a huge number of ethnic groups living in the territory of Kazakhstan it is necessary to pay special attention to the issues of integration and interaction between them. In this regard, Kazakhstan has created a unique in its structure body - the Assembly of Peoples of Kazakhstan, as an advisory body, as well as scientific advisory council to the Assembly, which conducts a huge work in the spheres of all processes associated with ethno-linguistic, historical and cultural components of the current political situation of Kazakhstan.

How can ethnolinguistic situation of modern Kazakhstan be characterized and what are the prerequisites for further development of languages and cultures in our country? First of all, scientists have noted a steady Turkic substrate which was formed on the territory of Kazakhstan in the form of the titular ethnic group language - the Kazakh language, which, according to the Constitution of the Republic of Kazakhstan, is the official language, expanding its functions and is an important component of the language situation and language development in Kazakhstan. 1 Currently in Kazakhstan from 126 languages Kazakh is autochthonous language, other languages are of dispersed living non-indigenous ethnic groups of diaspora: Russian, Uzbek, Kyrgyz, Tajik, Bashkir, Tatar, Azeri, Ukrainian, Polish, Czech, German, Bulgarian, Greek, Korean, etc.

Long period of time Kazakhstan was a part of the Russian Empire, and later the Soviet Union. That time fundamental and the de facto government language throughout the country was Russian, until the mid of 1980s abruptly (in 1939, 1957, 1969, 1983) paperwork in Kazakh language was folding in rural areas (originally paperwork in cities was in Russian), closure of Kazakh language schools.

The adopted on September 22, 1989 Law on Languages in the Kazakh SSR the concept of “state language” was introduced, and the Kazakh was given the status of

state language, for the Russian language de jure status as the “language of interethnic communication” was secured. Later with amendments to the Constitution of the Republic of Kazakhstan is determined that “together with the state language Russian is official language”.

Thanks to the work of the Assembly of Peoples of Kazakhstan, languages and cultures having no official status in Kazakhstan are highly supported (or at least do not hinder their development).

On September 12, 2005, speaking on the second Civic Forum, the President of the Republic of Kazakhstan Nursultan Nazarbayev said: “We must work together to support the languages and cultures of all peoples of Kazakhstan. No one shall be discriminated in their rights to use their native language and culture”.

By 2006, according to the voiced data at the round table “The Future of Kazakhstan and the state language”, paperwork was officially translated into Kazakh language in five areas (Atyrau, Zhambyl, Kyzylorda, Mangistau and South Kazakhstan regions). Nevertheless, even in these areas the “kazahization” of official documents faces several challenges. Therefore, in the Atyrau region only 51 % of the official documents was carried out in the Kazakh language in Jambul - 50%, in Kyzylorda - 49 %. In 2006, 500 million tenge from the republican budget was allocated to the introduction of the Kazakh language.

At the same year cultural project “Trinity of languages” - Kazakh, Russian and English in Kazakhstan was adopted on the state level.

#### **Answer the questions:**

1. What is the concept of language policy in Kazakhstan?
2. How can ethnolinguistic situation of modern Kazakhstan be characterized and what are the prerequisites for further development of languages and cultures in our country?
3. What is the role of the Assembly of Peoples of Kazakhstan?

#### *TEXT 5*

#### **Experts Discuss Challenges of Introducing Trilingual Education System in Schools**

ASTANA – Experts discussed the introduction of a trilingual (Kazakh, Russian and English) system of education in schools during roundtable talks by the analytical group, the Club Institute of Political Decisions (CIPD), reported Tengrinews. The specialists believe such a programme would grant children access to a wider scope of available information and technologies.

Some experts, however, oppose the idea. Director of KIMEP University’s language centre Zhuldyz Smagulova believes the trilingual education system talks are premature, as the practice would be successful only if the teachers were fluent in the languages they were to teach and were using proper study manuals. She added that learning languages also requires individual skill sets.

“I have seen many children who first studied in Kazakh and then studied Russian, then they travelled abroad to learn a foreign language. As a result, these

children can't speak any of these languages properly," said Smagulova. "We need to conduct a detailed analysis of all the pros and cons of all interested parties. Educational policy and effective methodology must be based on scientific data and not personal experience."

The idea of trilingual education also garnered positive feedback, however. Senior educator of the National Institute of Qualification Upgrades for the managing and scientific staff of the Kazakh education sector Kulpash Sariyeva used the Daryn scientific-practical centre as an example of the system.

"Children in these schools speak Kazakh, Russian and English well," she said.

"I think the policy of trilingualism will open up new opportunities. I would like to note that the representatives of the Ministry of Education and Science are introducing this methodology not because it was someone's ambition, but because it has been tested and tried scientifically," said Sariyeva.

CIPD is an organization with a mission to foster open and effective cooperation among the government, society, business, scientific and expert communities. The group promotes the values of civil society and cultural political dialogue, according to its website.

In August, Minister of Science and Education Aslan Sarinzhapov announced the Kazakh education system will undergo major changes until 2020, with subjects like Kazakh literature, history and geography to be taught in Kazakh. High school informational technology, physics, chemistry and biology will be taught in English, while elementary school students will learn Kazakh and Russian from first grade.

**Answer the questions:**

1. What do opponents of trilingual education think?
2. What are the positive aspects of trilingual education?
3. What changes should take place in education until 2020?

## 2.3 Kazakhstan's Contribution to the Struggle against Terrorism

### TEXT I

#### What is Terrorism?

Terrorism is not new and even though it has been used since the early times of recorded history, it can be relatively hard to define terrorism.

The word «terrorism» is controversial. Definitions of «terrorism» generally involve some or all of the following: 1) a **terrorist act** is generally unlawful; 2) it is violent and may be **life threatening**; 3) the violence is politically motivated; 4) the direct targets are **civilians**; 5) the direct targets may not be the main targets; 6) the main targets may be one or more nation-states, governments, or societies; or a political, ethnic, or religious group, or an industry or commercial operation, within those societies; 7) the objective is usually to frighten the main targets; 8) there may or may not be **acclaim of responsibility**.

Terrorism has been described variously as both a tactic and strategy; a crime and a holy duty; a justified reaction to oppression and an inexcusable abomination. Obviously, a lot depends on whose point of view is being represented. Terrorism has often been an effective tactic for the weaker side in a conflict. As an asymmetric form of conflict, it confers coercive power with many of the advantages of **military force** at a fraction of the cost. Due to the secretive nature and small size of **terrorist organizations**, they often offer opponents no clear organization to defend against or to deter.

That is why **pre-emption** is being considered to be so important. In some cases, terrorism has been a means to carry on a conflict without the adversary realizing the nature of the **threat**, mistaking terrorism for **criminal activity**. Because of these characteristics, terrorism has become increasingly common among those pursuing extreme goals throughout the world. But despite its popularity, terrorism can be a nebulous concept. Even within the U.S. Government, agencies responsible for different functions in the ongoing fight against terrorism and extremism use different definitions.

The United States Department of Defense defines terrorism as "*the calculated use of **unlawful violence** or **threat of unlawful violence** to **inculcate fear**; intended to **coerce** or to **intimidate** governments or societies in the pursuit of goals that are generally political, religious, or ideological.*" Within this definition, there are three key elements—violence, fear, and intimidation—and each element produces terror in its **victims**. The FBI uses this definition: "*Terrorism is the unlawful use of force and violence against persons or property to intimidate or coerce a government, the **civilian population**, or any segment thereof, in furtherance of political or social objectives.*" The U.S. Department of State defines terrorism to be "***premeditated** politically-motivated violence perpetrated against **noncombatant targets** by sub-national groups or **clandestine agents**, usually intended to influence an audience*". Outside the United States Government, there are greater variations in what features of terrorism are emphasized in definitions. The United Nations produced the following definition of terrorism in 1992; "*An anxiety-inspiring method of repeated violent*



action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to **assassination** - the direct targets of violence are not the main targets." The most commonly accepted academic definition starts with the U.N. definition quoted above, and adds two sentences totalling another 77 words on the end; containing such verbose concepts as "message generators" and "violence based communication processes". Less specific and considerably less verbose, the British Government definition of terrorism from 1974 is "...the use of violence for political ends, and includes any use of violence for the purpose of putting the public, or any section of the public, in fear."

Terrorism expert A. P. Schmid of the United Nations Office for Drug Control and Crime Prevention has proposed a short legal definition for use by the UN, namely that an act of terrorism is «the peacetime equivalent of a war crime». The words «terrorism» and «terror» originally referred to methods employed by regimes to control their own populations through fear, a tactic seen in totalitarian regimes such as Nazi Germany and Soviet Russia. The current use of the term relies more on the example of the 19th-century revolutionaries who used the technique of assassination, particularly, the anarchists and Narodniks (populists) in Tsarist Russia, whose most notable action was the assassination of Alexander II.

Terrorism is a **criminal act** that influences an audience beyond the **immediate victim**. The strategy of terrorists is **to commit acts of violence** that draws the attention of the local populace, the government, and the world to their cause. The terrorists **plan their attack to obtain** the greatest **publicity**, choosing targets that symbolize what they **oppose**. The effectiveness of the **terrorist act** lies not in the act itself, but in the public's or government's reaction to the act. For example, in 1972 at the Munich Olympics, the Black September Organization killed 11 Israelis. The Israelis were the immediate victims. But the true target was the estimated 1 billion people watching the televised event. Those billion people watching were to be introduced to fear - which is terrorism's **ultimate goal**. The introduction of this fear can be from the threat of physical harm/a grizzly death, financial terrorism from the fear of losing money or negative effects on the economy, cyber terrorism harming the critical technological infrastructures of society and psychological terrorism designed to influence people's behaviour. Terrorism is designed to produce an overreaction and anecdotally, it succeeds at that almost all the time. Societies tend to close themselves off and governments use tactics that restrict and infringe upon everyone.

The Black September Organization used the high visibility of the Munich Olympics to publicize its views on the plight of the Palestinian refugees. Similarly, in October 1983, Middle Eastern terrorists **bombed** the Marine Battalion Landing Team Headquarters at Beirut International Airport. Their immediate victims were the 241 U.S. **military personnel** who were killed and over 100 others who **were wounded**. Their **true target** was the American people and the U.S. Congress. Their one act of violence influenced the United States' decision to withdraw the Marines from Beirut and was therefore considered a terrorist success.

There are three perspectives of terrorism: the terrorist's, the victim's, and the general public's. The phrase "*one man's terrorist is another man's freedom fighter*"

is a view terrorists themselves would gladly accept. Terrorists do not see themselves as evil. They believe they are legitimate **combatants, fighting for** what they believe in, by whatever means possible to attain their goals. A victim of a terrorist act sees the terrorist as a criminal with no regard for human life. The general public's view though can be the most unstable. The terrorists take great pains to foster a "Robin Hood" image in hope of swaying the general public's point of view toward their cause. This sympathetic view of terrorism has become an integral part of their psychological **warfare** and has been countered vigorously by governments, the media and other organizations.

In response to the September 11, 2001 attacks, political leaders from Europe, North America, Asia, and the Middle East have placed the phenomenon of terrorism within the context of a global struggle against systems of government perceived by those accused of using terrorist tactics as harmful to their interests. Acts of terrorism can be carried out by individuals or groups. The most common image of terrorism is that it is carried out by small and **secretive cells**, highly motivated to serve a particular cause. Terrorists often seek to demoralize and paralyze their enemy with fear, using their acts as a form of blackmail to apply pressure on governments to achieve goals the terrorists could not achieve by other means.

Recent developments have seen a divergence in social and political responses to terrorism between the United States and Western Europe. The September 11, 2001 attacks were carried out by foreigners who entered the country for that purpose, on behalf of a foreign organization, operating from bases in a remote country. Western European countries, on the other hand, are now confronted with a **domestic terrorism** based within a domestic religious minority, some recent immigrants, but many native-born citizens.

Five bombings in four weeks. The targets: a downtown shopping mall, a military housing complex and three apartment buildings. The victims: civilians or the families of serving military personnel either asleep in their beds or out for an evening on the town. The **death toll**: at least 350 persons, with scores more **injured and maimed**. The perpetrators: unknown. The reason for the attacks: unclear.

True, a large number of terrorist attacks have gone unclaimed.

Although two alleged Libyan government **intelligence operatives** were identified and accused of placing the suitcase containing the bomb that eventually found its way onto the plane, no believable claim of responsibility has ever been issued.

The fact that terrorists today do not feel as driven to take credit for their acts may be related to their belief that their message, whatever it may be, is still reaching its intended audience. As the renowned terrorism expert Walter Laqueur has observed, "If terrorism is propaganda by the deed, the success of a terrorist campaign depends decisively on the amount of publicity it receives." In this respect, terrorists are still getting all the publicity they crave, but they are manipulating and exploiting it in different ways. By maintaining their anonymity, terrorists may believe they are better able to capitalize on fear and alarm. Attacks perpetrated by enigmatic, unseen and unknown **assailants** may thus be deliberately designed to foment greater

**Insecurity** and panic in the target audience. In this way, the terrorists' ability to portray themselves as being able to strike whenever and wherever they please, while highlighting the government's inability to protect potential targets, is appreciably heightened. The terrorists appear stronger, the government weak and powerless to stop the mayhem.

### Topical Vocabulary

**a terrorist act** - террористический акт  
**life threatening** - опасный для жизни  
**civilians** - гражданское население  
**a claim of responsibility** - ответственность за совершение террористического акта  
**military force** - военная сила  
**a terrorist organization** - террористическая организация  
**pre-emption** - упреждение  
**a threat** - угроза  
**criminal activity** - преступная деятельность  
**unlawful violence** - противозаконное насилие  
**to inculcate fear** - внушать страх  
**to coerce** - принуждать, заставлять  
**to intimidate** - запугивать  
**a victim** - жертва  
**premeditated** - преднамеренный  
**noncombatant** - лицо, не принимающее участия в боевых действиях  
**a target** - мишень, цель  
**a clandestine agent** - подпольный агент  
**assassination** - убийство, политическое убийство  
**a criminal act** - преступный акт  
**an immediate victim** - непосредственная жертва  
**to commit an act of violence** - совершить насильственное действие  
**to plan one's attack** - планировать нападение  
**to obtain publicity** - получить огласку  
**to oppose** - противостоять  
**ultimate goal** - конечная цель  
**to bomb** - бомбить  
**military personnel** - военнослужащие  
**to wound** - ранить  
**a true target** - реальная цель  
**a criminal act** - преступное деяние  
**a combatant** - воюющая сторона  
**to fight for smth.** - сражаться, бороться за что-либо  
**a secretive cell** - подпольная ячейка  
**domestic terrorism** - внутренний терроризм  
**death toll** - количество жертв

**injured** - пострадавший

**maimed** - искалеченный

**an intelligence operative** - разведчик

**an assailant** - нападающий, зачинщик

### 1. Answer the questions:

1. What do we consider terrorism?
2. Who can be called the first "terrorists"?
3. Who are usually the main victims of terrorist attacks?
4. What definition do the authors give to terrorism in the article?
5. What role do mass media play in disseminating news of terrorists' attacks instantaneously throughout the world?
6. Why do you think is publicity very important for terrorists?
7. What other organizations can be called terroristic?

### 2. Read English words and word combinations and give their Russian (Kazakh) equivalents:

unlawful; violence; intimidating; coercing; a climate of fear; to bring about a political objective; destabilizing; overthrowing; political institutions; to suppress dissent; deadliness; technological sophistication; to disseminate news; modern-day weapons; have an effect out of all proportion; crucial; extremist groups; portrayal of destruction and terror; cyber terrorism; the target; newsworthy; internationalization of terrorism; political refugees; consequences; tightening-up of security.

#### I. Before-listening task

##### 1. Discuss the questions:

- 1) Do you know anything about terrorist activities?
- 2) What specific terrorist acts can you recall?

#### II. While-listening task

##### Fill in the gaps:

\_\_\_\_\_ remember, I've seen terrorism on the news. I grew up in London. In the 1970s, we had a lot of bombings and I \_\_\_\_\_ once. There has also been terrorism in other countries from Spain to Sri Lanka. But terrorism \_\_\_\_\_ after 9-11. Suddenly there was a war on terror. The whole Western \_\_\_\_\_ terrorist attacks. And they came. There were \_\_\_\_\_ hundreds in Bali and Spain and Iraq and London. Now Pakistan is \_\_\_\_\_ force of terrorism. When will it all stop? There \_\_\_\_\_ when people are happy and can live a day without \_\_\_\_\_ people they don't know. So much would change in the world if this happened.

#### II. After-listening tasks

##### 1. Write your own questions:



- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**2. Write about terrorism for 10 minutes. Show your partner your paper. Correct each other's work.**

**3. Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.**

**Render the following article into English:**

### **Борьба с терроризмом**

Среди наиболее эффективных методов борьбы с терроризмом, недавно разработанных и используемых в мире, являются выявление и устранение источников материальной и финансовой поддержки террористических групп; международное сотрудничество и обмен данными о террористических группах и отдельных террористах; развитие внутренних и международных правоохранительных методов борьбы и предотвращения террористических актов; информационные кампании среди населения о том, как себя вести и что делать в случае террористической угрозы.

Эффективное противодействие терроризму возможно, но эта эффективность требует определенных усилий и затрат на осуществление мер, перечисленных выше. Международное сотрудничество в аспектах обмена данными, контртеррористические мероприятия в СМИ и в Интернете. Совместные тренинги по борьбе с террористическими отрядами разных стран. Будущие усилия в борьбе с терроризмом должны быть направлены, в первую очередь, на меры по раннему выявлению и предварительной нейтрализации террористических сил.

Главной опасностью большинства религиозных террористических групп и организаций, является их непоколебимая вера и убеждения, их средства оправданы «благородной целью» освобождения своей нации или священной войной против тех, кто не разделяет их религиозных убеждений. Это убеждение может дать очень сильную мотивацию для террористических действий и даже актов самоуничтожения террористов-смертников.

Но эти радикальные убеждения не присущи большей части террористов соотечественников, которые не разделяют религиозного фанатизма или идеологической преданности радикалов. Обычные люди хотят жить в мире и безопасности, независимо от их убеждений. И тактика терроризма, хоть это может быть очень эффективным в краткосрочных периодах, в условиях долгосрочной перспективы, особенно в столкновении с не

диверсифицированным международным противостоянием, приведет только к истощению нации и постепенный отказ от террористов со стороны общества.

### War and Conflict

1. Match the words on the left to their opposites on the right and complete the mini-dialogues below.

- |            |             |
|------------|-------------|
| 1. attack  | a. civilian |
| 2. advance | b. dead     |
| 3. alive   | c. defend   |
| 4. soldier | d. loyalist |
| 5. capture | e. release  |
| 6. rebel   | f. retreat  |

**Government:** The town is safe. There are civilians everywhere.

**Rebel:** That's not true. There are mostly 1 soldiers.

**Government:** The rebels are losing the war.

**Rebel:** That is a lie. The 2 \_\_\_\_\_ are losing.

**Government:** The rebel leader is dead.

**Rebel:** That is not true. He is still 3 \_\_\_\_\_.

**Government:** Our soldiers are advancing into areas controlled by the rebels.

**Rebel:** That's not correct. The government soldiers 4 \_\_\_\_\_ from their positions.

**Government:** The rebels are going to release 100 prisoners.

**Rebel:** That's another lie. We intend to 5 \_\_\_\_\_ more loyalists.

**Government:** The rebels are trying to defend their base, but our soldiers are going to enter very soon.

**Rebel:** No! We are preparing to 6 \_\_\_\_\_ the areas controlled by the government.

2. Read the sentences below. Without using a dictionary, match the underlined words to the definitions below. Think about the context of the words.

1. In 1939, Nazi Germany decided to invade Poland.
2. Britain and France were allies in World War II.
3. Approximately 300,000 Iraqi soldiers were wounded during the first Gulf War in 1991.
4. US president Kennedy sent troops to Vietnam in 1962.
5. North and South Korea agreed to a truce in 1953.
6. The conflict between Greece and Persia lasted about 50 years.
7. In 1914, an international crisis resulted in the outbreak of World War I.
8. The total number of casualties in World War I was over 37 million.
9. In Roman times, the sword was considered to be an effective weapon.

- a. a strong disagreement or war
- b. an agreement to stop fighting for a certain period of time
- c. countries who are friends
- d. enter a country by force

- c. groups or individual soldiers
- f. injured while fighting
- g. people who are injured or killed during a war
- h. something that is designed to cause harm or damage
- i. the start of a war

**3. Discuss the question:**

Do you think there are more conflicts than in the past? How have wars changed?

**4. Terrorism is violent action for political reasons. Match the verbs on the left to the nouns and phrases on the right to form collocations.**

- |              |                         |
|--------------|-------------------------|
| 1. hijack    | a bomb                  |
| 2. release   | a plane                 |
| 3. negotiate | a prisoner exchange     |
| 4. agree to  | hostages                |
| 5. plant     | propaganda              |
| 6. spread    | the terrorists' demands |

**5. Now complete the sentences below with the phrases:**

1. The terrorists are planning to \_\_\_\_\_ and fly it to another country.
2. After 12 hours of negotiations, the terrorists finally decided to \_\_\_\_\_, mainly women. But they kept a few men in order to continue the negotiations.
3. The government and the terrorists managed to \_\_\_\_\_. The government released 5 terrorists, and the terrorists released 10 hostages.
4. The government did not want to take any risks, so they decided to \_\_\_\_\_ and removed their troops from the area.
5. The man was planning to \_\_\_\_\_ under the politician's car, but the police caught him just in time.
6. Terrorist groups \_\_\_\_\_ on the Internet in order to recruit new members.

**6. Discuss any of the questions below:**

1. Why do terrorists take hostages?
2. Should governments agree to terrorists' demands?

**LISTENING COMPREHENSION**

**Questions Asked about Mumbai Attacks**

***1. Before-listening tasks***

**1. Do you ever think about what terror is? Complete the table below. Write the worst terror situations you can think of. Whose situations are the most terror-filled?**

	Situation	What you would do
Airplane hijacking		
Being kidnapped		
Overseas incident		
Lost in the jungle		
Other		

**2. Debate the problem of the war on terror:** Students A **strongly** believe the war on terror will never end; Students B **strongly** believe the war on terror will end.

**3. What do these people need to do to make the world a more peaceful place. Discuss this with your partner(s).**

U.S. President	Leaders of Al Qaeda
Religious leaders	Middle East leaders
Pakistan / Indian leaders	Your country's leader

**4. Spend one minute writing down all of the different words you associate with the word "terrorist"**

**5. Look at the article's headline and guess whether these sentences are true (T) or false (F):**

- |  |       |
|--|-------|
| a. Soldiers with mops are cleaning the streets in Mumbai.                  | T / F |
| b. Most of those killed by gunmen in Mumbai were Indian.                   | T / F |
| c. India's anti-terrorism forces didn't free anyone from the Oberoi hotel. | T / F |
| d. Commandos were too late to stop gunmen killing Jewish hostages.         | T / F |
| e. No one has claimed responsibility for the attacks in Mumbai.            | T / F |
| f. The Indian government is accusing Pakistan of involvement.              | T / F |
| g. Pakistan has sent its top intelligence guy to India to help out.        | T / F |
| h. London has said Britons were among the militants in Mumbai.             | T / F |

**6. Match the following synonyms from the article:**

- |                  |                     |
|------------------|---------------------|
| 1. mopping up    | a. stop             |
| 2. tracking down | b. masterminded     |
| 3. casualties    | c. rejected         |
| 4. effective     | d. looking for      |
| 5. prevent       | e. speak about      |
| 6. planned       | f. cleaning         |
| 7. mayhem        | g. number one       |
| 8. denied        | h. successful       |
| 9. top           | i. dead and injured |
| 10. comment on   | j. chaos            |

**7. Match the following phrases from the article (sometimes more than one combination is possible):**



- |   |                                 |
|---|---------------------------------|
| 1. The mopping                            | a. the casualties               |
| 2. security forces are tracking           | b. behind the mayhem            |
| 3. six foreigners reported among          | c. who planned the attacks      |
| 4. they are now in full                   | d. down the remaining militants |
| 5. Commandos stormed                      | e. events in Mumbai             |
| 6. Questions are now being asked about    | f. the building on Friday       |
| 7. statements suggesting Pakistan was     | g. to comment on this           |
| 8. Pakistan has denied any                | h. up operation in Mumbai       |
| 9. try and help piece together the tragic | i. control of the other hotel   |
| 10. Brown said it's too early             | j. involvement                  |

## II. While-listening tasks

### 1. Put the words into the gaps in the text.

*elite; stormed; control; militants; prevent; operation; effective; reported; top; comment; issued; tragic; behind; planned; reports; denied*

The mopping up \_\_\_\_\_ in Mumbai is now in its closing stages. Indian security forces are tracking down the remaining \_\_\_\_\_ responsible for over 140 deaths in bloody terror attacks. Most of the dead are Indian, with six foreigners \_\_\_\_\_ among the casualties. Explosions can still be heard in the famous Taj Mahal Palace hotel, but officials say they are now in full \_\_\_\_\_ of the other hotel attacked, the Oberoi. India's \_\_\_\_\_ anti-terrorism troops have so far managed to free 200 hostages at the Taj. They weren't as \_\_\_\_\_ in the nearby Nariman House, home of a Jewish centre, where five people were killed. Commandos \_\_\_\_\_ the building on Friday but were too late to \_\_\_\_\_ the gunmen from killing their Jewish hostages.

Questions are now being asked about who \_\_\_\_\_ the attacks. A little-known group called the Deccan Mujahideen has claimed responsibility. The Indian government has \_\_\_\_\_ statements suggesting Pakistan was \_\_\_\_\_ the mayhem. Investigators say the gunmen arrived in an area near the Taj hotel from two Pakistani boats. Pakistan has \_\_\_\_\_ any involvement. Pakistan's foreign minister has said his country is already fighting its own war against terrorists. Pakistan has sent its \_\_\_\_\_ intelligence official to India to try and help piece together the \_\_\_\_\_ events in Mumbai. There are other \_\_\_\_\_ that British Muslims were among those who attacked the Indian city. British Prime Minister Gordon Brown said it's too early to \_\_\_\_\_ on this.

### 2. Listen and fill in the gaps:

The mopping up operation in Mumbai \_\_\_\_\_ closing stages. Indian security forces are tracking down the remaining militants responsible for over 140 deaths in bloody terror attacks. Most \_\_\_\_\_ Indian, with six foreigners reported among the casualties. Explosions can \_\_\_\_\_ the famous Taj Mahal Palace hotel, but officials say they are now in full control of the other hotel attacked, the Oberoi. India's elite anti-terrorism troops \_\_\_\_\_ to free 200 hostages at the Taj. They weren't as effective in

the nearby Nariman House, home of a Jewish centre, \_\_\_\_\_ were killed. Commandos stormed the building on Friday \_\_\_\_\_ to prevent the gunmen from killing their Jewish hostages.

Questions are \_\_\_\_\_ about who planned the attacks. A little-known group called the Deccan Mujahideen has claimed responsibility. The Indian government has issued statements suggesting Pakistan was \_\_\_\_\_. Investigators say the gunmen arrived in an area near the Taj hotel from two Pakistani boats. Pakistan \_\_\_\_\_ involvement. Pakistan's foreign minister has said his country is already fighting \_\_\_\_\_ terrorists. Pakistan has sent its top intelligence official to India to try and help piece together \_\_\_\_\_ in Mumbai. There are other reports that British Muslims were among those who attacked the Indian city. British Prime Minister Gordon Brown said \_\_\_\_\_ comment on this.

### *III. After-listening tasks*

#### **1. Discuss the questions:**

- 1) Do you think the war on terror can ever end?
- 2) Who do you think is behind the Mumbai attacks and why?
- 3) What news coverage did you read or see about the Mumbai attacks?
- 4) How is this attack different from previous terror attacks?
- 5) Where do you think the Deccan Mujahideen are from?
- 6) What will happen if India finds Pakistan was behind the attacks?
- 7) Do you think Indian officials who have been very quick to blame Pakistan are making the situation worse?
- 8) What would Pakistan have to gain from such an attack on Mumbai?
- 9) If Britons were among the gunmen, how would this change Anglo-Indian relations?
- 10) Do you think terrorist groups will use these tactics more often?
- 11) Would this attack give you second thoughts about visiting India?
- 12) Does an attack like this make you think twice about travelling abroad?
- 13) What can hotels do to protect themselves against terrorist attacks?
- 14) How should Indian and Pakistani authorities work together to fight terror?
- 15) What questions would you like to ask India's Prime Minister?

#### **2. Put the correct words from the table below in this article.**

The mopping up (1) \_\_\_\_\_ in Mumbai is now in its closing stages. Indian security forces are tracking down the remaining militants responsible for over 140 deaths in (2) \_\_\_\_\_ terror attacks. Most of the dead are Indian, with six foreigners reported among the casualties. Explosions can still be heard in the famous Taj Mahal Palace hotel, but officials say they are now in (3) \_\_\_\_\_ control of the other hotel attacked, the Oberoi. India's (4) \_\_\_\_\_ anti-terrorism troops have so far managed to free 200 hostages at the Taj. They weren't as (5) \_\_\_\_\_ in the nearby Nariman House, home of a Jewish centre, where five people were killed. Commandos stormed the building on Friday but were too late to prevent the gunmen (6) \_\_\_\_\_ killing their

Jewish hostages.

Questions are now being asked about who (7) \_\_\_\_ the attacks. A little-known group called the Deccan Mujahideen has claimed responsibility. The Indian government has (8) \_\_\_\_ statements suggesting Pakistan was behind the mayhem. Investigators say the gunmen arrived in an area near the Taj hotel from two Pakistani boats. Pakistan has denied (9) \_\_\_\_ involvement. Pakistan's foreign minister has said his country is already fighting (10) \_\_\_\_ own war against terrorists. Pakistan has sent its top intelligence official to India to try and help piece (11) \_\_\_\_ the tragic events in Mumbai. There are other reports that British Muslims were among those who attacked the Indian city. British Prime Minister Gordon Brown said it's too early to (12) \_\_\_\_ on this.

1. (a) consultation (b) surgery (c) treatment (d) operation
2. (a) blood (b) bloody (c) bloods (d) bloodstain
3. (a) full (b) pull (c) bull (d) cull
4. (a) elites (b) elitist (c) elite (d) elitism
5. (a) effectiveness (b) effect (c) effective (d) effectively
6. (a) to (b) from (c) at (d) for
7. (a) planned (b) plan (c) planners (d) planning
8. (a) issues (b) issue (c) issuing (d) issued
9. (a) a (b) any (c) many (d) lots
10. (a) it is (b) it's (c) it (d) its
11. (a) shared (b) partners (c) together (d) each other
12. (a) comment (b) commentary (c) comments (d) commented

**3. You are an elite anti-terrorism commando. Write a diary entry about your job and what you do in one day. Focus on the really difficult things. Read what you wrote to your classmates in the next lesson.**

#### TEXT 2

#### **Terrorism as a Global Problem of Today and of the Republic of Kazakhstan**

Since the establishment of the independence of the Republic of Kazakhstan as well as in many countries of the Commonwealth the transitional period is associated with the development of both positive and negative processes in the interaction of states in ensuring global peace and security, including preventive activities. Studying these processes requires objectivity and impartiality on the part of the researcher. Such studying is needed to expand the knowledge of the legal regulation to combat terrorism in the Republic of Kazakhstan. Terrorism is a constant companion of mankind. Even in I century AC in Judea acted sect of sicaries (sica - a dagger or short sword), destroying the Jewish elite who had collaborated with the Romans. Even Thomas Aquinas and the Fathers of the Christian Church admitted the idea of killing the governor who is hostile, in their opinion, to the people. In the Middle Ages, representatives of the assoshafins' Muslim sect killed prefects and caliphs. In these times political terrorism was practiced by some of the secret societies in China and India. In the territories of modern Iran, Afghanistan and other

countries powerful and extremely closed Ismaili sect, which used in their struggle methods of physical removal of undesirable persons, brought to the perfection, struck animal fear for his opponents from the Sunni Muslim rulers and nobles.

In the XX century the transfer of terrorism on state level took place, which previously was not occurred. Terrorist state "pressed" their citizens by lawlessness within the country, forcing them to constantly feel their helplessness and weakness. It did not change its behavior beyond its borders. The historical example is the Nazi Germany. In recent years, many U.S. actions in the international arena were very similar in nature to a terroristic. After the collapse of the Soviet Union bandit tradition let its roots in many areas and parts of the former Soviet Union. Attempts to achieve its goals by violence, even the most noble goals, led to the appearance on the tree of the state terrorism of new wild shoots - the armed conflicts in Georgia, Armenia, Azerbaijan and Moldova, Tajikistan and Kyrgyzstan, etc.

In Kazakhstan, the problem of terrorism in recent years becomes particularly acute. Among the acute political, economic and social problems, which are acquired in Kazakhstan in the end of the XX century, terrorism is one of the main dangers. For Kazakhstan, this phenomenon is not a product of this century, the attribute of urbanization. The origins of Russian terrorism are lost in the mists of time. Ironically, the Russian intelligentsia in the late XIX century believed that it is able to protect their right to freedom and democracy only in the form of terrorism. Terrorism was considered as a mean of struggle against the autocracy, a way to protect the right to move the history. Today, sadly, terrorism has entered into everyday life.

The experience of many foreign countries in combating terrorism, of course, needs studying, and have been studied is to use for the benefit of society. The political leadership of major Western European countries and the United States is considering action against terrorism as one of the most important national objectives. The main activities in this area include improving the legal framework, strengthening of cooperation between the relevant federal agencies, formation of special units and an increase in the number of employees of federal agencies dealing with terrorism, improvement of their technical equipment. The policy of most Western countries is based on the following principles: not to make concessions to terrorists, to make maximum pressure on countries that support terrorism, to fully utilize the available power and means at disposal, including military punishment for terrorists, providing assistance to other states and interaction with them. In the United States for the period from 1958 to 1999 there was adopted more than 40 legal acts in a varying degree related to strengthening the fight against terrorism, including a special Presidential Directive (June 1995) and the Act to strengthen the fight against terrorism (1996). These legal acts significantly expand the rights of federal administration, law enforcement agencies and states administration to identify and respond to upcoming attacks on the territory of the United States and abroad.

### **1. Fill in the gaps:**

1) In the territories of modern Iran, Afghanistan and other countries powerful and extremely closed Ismaili sect, which used in their \_\_\_\_\_ of physical



removal of \_\_\_\_\_, brought to the perfection, struck animal fear for his opponents from the Sunni Muslim rulers and nobles.

2) After the collapse of the Soviet Union bandit tradition \_\_\_\_\_ in many areas and parts of the former Soviet Union. Attempts to achieve its goals by violence, even the most noble goals, led to the appearance on the tree of the \_\_\_\_\_ of new wild shoots - the armed conflicts in Georgia, Armenia, Azerbaijan and Moldova, Tajikistan and Kyrgyzstan, etc.

3) Among the acute political, economic and social problems, which are \_\_\_\_\_ in Kazakhstan in the end of the XX century, \_\_\_\_\_ is one of the main dangers.

4) The \_\_\_\_\_ of many foreign countries in \_\_\_\_\_ terrorism, of course, needs studying, and have been studied - to use for the benefit of society. The \_\_\_\_\_ of major Western European countries and the United States is considering action \_\_\_\_\_ as one of the most important national objectives.

5) The policy of most Western countries is based on the \_\_\_\_\_: not to make no \_\_\_\_\_ to terrorists, to make maximum pressure on countries that support terrorism, to fully \_\_\_\_\_ the available power and means at disposal, including \_\_\_\_\_ for terrorists, providing assistance to other \_\_\_\_\_ with them.

## 2. Summarize the text.

### TEXT 3

#### **Fight against Terrorism and Extremism in Kazakhstan**

Counteraction to terrorism is one of the priority directions in ensuring national security of the country. Kazakhstan condemns terrorism in all its forms and manifestations and supports acceptance of collective efforts of the world community on fight against this phenomenon.

Kazakhstan strictly fulfills requirements of the Resolution of UN Security Council and annually represents the National report on the done work in Counterterrorism committee of the United Nations. Creation is supported and active part in activity of the International counterterrorist coalition is taken. Kazakhstan has joined to fourteen international universal tools on fight against terrorism. Kazakhstan carries out interstate procedures on ratification of the 2 protocols and amendments to them (The protocol to the Protocol on fight against the illegal acts directed against safety of stationary platforms, located on a continental shelf, 2005; the Protocol to the Convention on fight against the illegal acts directed against safety of sea navigation, 2005).

Kazakhstan considers that the international cooperation in fight against terrorism should be carried out in full accordance with norms of international law, also supports further improvement of anti-terrorist contractual mechanisms, including concerning adoption of the Comprehensive convention on fight against the international terrorism.

In December, 2003, The Anti-terrorist center was created by the order of the

President of RK for more effective work of all power structures in fight against manifestations of terrorism and religious extremism. Coordination of activity of all special, law-enforcement and other departments is assigned to ATC on fight against terrorism.

Organizations which have terrorist character activity are forbidden on the territory of Kazakhstan. The organizations are admitted terrorist if their authorized purposes and activity contradict the Constitution and Laws of the Republic of Kazakhstan and the international treaties in which the Republic of Kazakhstan participates; in case if there is a potential danger of activation in functioning of these organizations on destabilizing the situation in the Central Asian region states.

In the national list of the terrorist and extremist organizations, which activity is forbidden in the territory of the Republic of Kazakhstan, 16 foreign structures are included ((("Al-Qaeda", "Asbat al-Ansar", "Muslim Brotherhood", «Boz gourde», «Zhamaat of Mujahideens of Central Asia», «Islamic movement of Uzbekistan», «Islamic party of East Turkestan», «The Kurdish national congress», "Taliban", "Lashkar-i-Tayba", "Hizb-ut-Tahrir", «Tabligi Jamia» and «Society of social reforms», «AUM of Sinrikyo», «Organization of liberation of East Turkestan», «Dzhund-al-Halifat (Soldiers of the caliphate)»))

Understanding that fight against the international terrorism and extremism demands interaction of the states at all levels (global, regional and bilateral), the republic signed a number of the international and interstate treaties and agreements in this sphere.

The great value is given to development of the regional cooperation presented now by activity of the Anti-terrorist center of Commonwealths of Independent States, Regional anti-terrorist structure of the SOC, and also within undertaken measures in the sphere of fight against terrorism and extremism of the Organization of the Contract on collective security.

Practical interaction of the participant states of the CIS was created at the initiative of the President of Kazakhstan in 2000 of the Anti-terrorist center is carried out. The order of the organization and carrying out joint anti-terrorist actions in the territory of the countries of Commonwealth is defined. The mechanism of its functioning is successfully approved during the large-scale joint doctrine of special services and security service of the countries of Commonwealth the "Kaspian-anti-terror-2005" which has taken place in Kazakhstan in August, 2005.

The IV Special meeting of Counter-terrorism committee of the UN Security Council which took place in January 25-28, 2005 in Almaty with support of an initiative of heads of states of the CIS testifies to recognition by the international community of an important role which is played by the Commonwealth countries in fight against the international terrorism. Indicative interaction of member states of Commonwealth within the Contract on cooperation in fight against terrorism from 1999 acts.

«The Shanghai organization of cooperation» (SCO) becomes a powerful component of safety and stability, regional and universal political factor based on June 15, 2001. Within regional and sub regional counterterrorist cooperation actions

for strengthening of legal bases of counteraction to terrorism in SCO format are realized. Also, Agreements of SCO on training for anti-terrorist formations and about cooperation in fight against arms trafficking, ammunition and explosives are signed. SCO convention against terrorism. The Provision on political and diplomatic measures and mechanisms of reaction of SCO on the situations threatening the world, safety and stability in the region is ratified. The Program of cooperation of member states of SCO in fight against terrorism, as separatism for 2010-2012 is approved. Since January 1, 2004 the Executive committee of Regional anti-terrorist structure (RATS) in Tashkent operates within SCO. From the moment of creation of Regional anti-terrorist structure of SCO interaction with regional representation of Dispensation of the United Nations on drugs and crime in Central Asia is adjusted. The political solution of problems of safety on the Asian continent also contacts the Kazakhstan initiative on convocation of meeting on interaction and trust measures in Asia (CICA) which took place in 2002 and 2006 in Almaty. Conducted within CICA in the last two years meetings of high level already became an important step to creation of the effective mechanism of safety to Asia. With acceptance in 2002 «Declaration on elimination of terrorism and promoting dialogue between civilizations» and «The catalog of measures of trust» of 2004 and cooperation in this area gains more and more system and profound character.

In a format of the Organization of the Contract on Collective Security (CSTO) the Agreement on Collective forces of operative reaction (KSOR) to which tasks fight against terrorism is referred also is signed. Organizational aspects of creation of KSOR were regulated by the relevant regulatory legal acts. The list of the organizations recognized as terrorist and extremist in territories of the participating states of CSTO were accepted.

The countries of the Central Asian region are open and actively cooperate in questions of realization of measures organized by the international community in fight against the international terrorism along with UN Security Council Counter-terrorism committee and appropriate programs with NATO/SEAP, OSCE. Increase of professional level of preparation of the Kazakhstan experts who are fighting against terrorism and extremism, are a component of the international cooperation and are carried out in the specialized centres of Russia, China, Austria, Germany, and Egypt.

**Role play: Special meeting of counter-terrorism committee of the UN Security Council (representatives from Kazakhstan and other countries).**

## UNIT III SOCIAL PROBLEMS

### 3.1 The Demography Situation in English-Speaking Countries and Kazakhstan



1. Compare the families shown in these photographs. What effects does family size have on society and on the families themselves?

2. Spend one minute writing down all of the different words you associate with “world population”.

3. Answer this population quiz:

1) What is the current population of the world?

- a. 3.6 billion
- b. 6.2 billion
- c. 2.8 billion
- d. 1.5 billion

2) How fast is the world's population changing?

- a. increasing by 2.5 people per second
- b. increasing by 5 people per second
- c. increasing by 10 people per second
- d. decreasing by 3 people per second

3) Which age range accounts for half of the world's population?

- a. 0-25
- b. 26-40
- c. 41-60
- d. 61 and over

4) What birth rate per couple does a country need to maintain its current population?

- a. 2.5
- b. 2.3
- c. 2.1
- d. 2.0

4. Talk in pairs or groups about population / living in cities / interesting statistics



/ mega cities / migration / urbanization / ageing.

5. In groups, decide what opportunities and challenges there will be for all societies in the twenty-first century due to the following: diverse patterns of childbearing, mortality, migration, urbanization and ageing. Share your thoughts and discuss with other groups.

6. Discuss with your partner whether the future of the planet is bright or bleak.

### TEXT 1

#### The Other Population Crisis

##### A

It is an unquestioned principle that has dominated international thinking for decades: we live in an **overcrowded** world teeming with billions of humans who are destined to suffocate our cities and squeeze our planet of its precious resources. Our species is inexorably wrecking the earth: flooding valleys, cutting down forests and destroying the habitats of animals and plants faster than scientists can classify them. Our future is destined to be nasty, brutish, and cramped.

##### B

Or is it? Now, it seems, **population** analysts have suddenly started to question the “self-evident” truth that we are destined eventually to drown under our own weight. While accepting that populations will continue to **rise**, they point out that this rise will not be nearly as steep or as long-lasting as was once feared. They even claim they can envisage the day when world population numbers will **peak** and begin to **decline**.

##### C

As evidence, statistics point to a simple, stark fact: people are having fewer and fewer children. In the 1970s, **global fertility rates** stood at about six children per woman. Today the **average** is 2.9 and **falling**. Such a rate will still see the world’s population **increase** to nine billion by 2050, a rise of fifty percent on today’s figure. That is not good news for the planet, but it is far less alarming than the projections of fifteen billion that were once being made. More to the point, statisticians **predict** that after 2050 the number of humans will go down. Such **trends** raise two key questions. Why has the rise in world populations started to die so dramatically? And what will be the consequences of this decline?

##### D

Answers to the first question depend largely on locality. In Europe, for example, **couples** will have only one or two children when they might have had three or four in the past. There are various reasons for this. Women now have their own career options, and are no longer considered failures if they do not marry and produce children in their twenties or thirties. This has taken a substantial number out of the pool of potential mothers. In addition, parents have aspirations for their **offspring**, choices not available to past **generations** but which cost money, for example, higher education and travel. These and other pressures have reduced the **average birth**

rate in European countries to 1.4 per couple. Given that a country needs a **birth rate** of 2.1 to maintain its numbers, it is clear to see that in the long term there will be fewer Europeans.

#### E

The causes of declining numbers in other countries are more varied and more alarming. Russia's population is **dropping** by almost 750000 people a year. The causes are alcoholism, breakdown of the public health service, industrial pollution that has had a disastrous effect on **men's fertility**. In China, the state enforces quotas of offspring numbers, and it is expected that its population will peak at 1.5 billion by 2019 then go into steep decline. Some analysts suggest the country could lose twenty to thirty percent of its population every generation. There is also the exodus from the countryside, a trek happening **across the globe**. Soon half the world's population will have urban homes. But in cities, children become a cost rather than an asset for helping to work the land, and again pressures mount for people to cut the size of their families.

#### F

The impact of all this is harder to gauge. In Europe, **demographers forecast** a major drop in the numbers who will work and earn money, while the population of older people - who need support and help - will soar. So, the urging by a British politician that it is the patriotic duty of women to have children makes sense. There will be no workforce if people do not have children. At present the median age of people is twenty-six; within a hundred years, if current trends continue, that will have **doubled**. More and more old people will have to be supported by fewer and fewer young people. In China, the problem is worse. Most young Chinese adults have no brothers and sisters and face the prospect of having to care for two parents and four grandparents on their own. Pensions and incomes are simply not able to rise fast enough to deal with the crisis.

#### G

There are people who cling to the hope that it is possible to have a vibrant economy without a growing population, but mainstream economists are pessimistic. On the other hand, it is clear that **reduced** human numbers can only be good for the planet in the long term. Until we halt the spread of our own species, the destruction of the last great wilderness, such as the Amazon, will continue. Just after the last Ice Age, there were only a few hundred thousand humans on Earth. Since then the population has grown ten thousandfold. Such growth rates, and our imperfect attempts to control it, are bound to lead us to an uncertain future.

### Topical Vocabulary

**to overcrowd** - перенаселять

**population** - население

**to rise** - возрастать. расти

**to peak** - достигать пика

**to decline** - снижаться

**global fertility rate** - коэффициент рождаемости

**average** - в среднем  
**to fall** - понижаться  
**to increase** - увеличивать  
**to predict** - предсказывать  
**a trend** - тенденция  
**a couple** - супружеская чета  
**an offspring** - отпрыск, потомок  
**generation** - поколение  
**average birthrate** - средний уровень рождаемости  
**to drop** - снижаться  
**men's fertility** - мужская фертильность, способность к воспроизведению потомства, репродуктивная способность  
**across the globe** - во всем мире, в масштабах планеты  
**a demographer** - демограф  
**to forecast** - прогнозировать  
**to double** - удвоиться  
**to reduce** - сокращать

**1. Read paragraphs A and B of *The Other Population Crisis* and answer the questions:**

- a. How would you summarize the main idea of paragraph A?
- b. What alternative view is expressed in paragraph B?

**2. Read the other paragraphs. As you read each paragraph, write a brief note to summarize the main idea.**

**3. Read paragraphs headings (i-x) below, only six of which you need to match with the paragraphs of the article.**

- a. The example shows that (i) is the most suitable heading for paragraph A. Why is this?
- b. Choose the most suitable heading for paragraph B, based on your paragraph summary.

**4. From the list of headings below choose the most suitable heading (I-X) for each remaining paragraph C-G. Use your summary notes to help you.**

Example:

Paragraph A	Answer
	<b>I</b>

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E
- 5 Paragraph F

## 6 Paragraph G

### Headings

- I The accepted view of the future
- II The pros and cons of fluctuating birth rates
- III Falling birth rates: main facts and figures
- IV Measures to reduce population growth
- V Population likely to grow indefinitely
- VI A conscious decision to have fewer children
- VII Experts challenge existing beliefs
- VIII Need to maintain ratio of workers to pensioners
- IX Unintentional and engineering causes of falling birth rate
- X Medical breakthrough in birth control

### 5. Refer to the text to find answers to these questions:

- a. *The Other Population Crisis* describes future population movements. Find five verbs or phrases which refer to upward movement and five to refer to downward movement.
- b. Which verb means “to reach its highest point”?
- c. What is the meaning of the word “pool”?
- d. What is the more standard equivalent of the collective noun “offspring”?
- e. At what age do students go into “higher education”?
- f. What do demographers “study”?
- g. What is the more informal way of saying “ten thousandfold”?

### 6. Match the words on the left with those on the right to form commonly occurring adjective-noun combinations. Then check your answers by finding them in the text.

key	duty
patriotic	economy
precious	future
self-evident	questions
uncertain	resources
vibrant	truth

### 7. Use the adjective-noun combinations above to complete these sentences:

- a. We are using up the world’s ..... like oil and gas at an alarming rate
- b. It is a ..... that the fossil fuel will eventually run out.
- c. During wars, governments sometimes tell people that it is their ..... to join the army.
- d. The fall in the value of our currency leaves us facing an .....
- e. High employment and increased consumer spending are signs of a .....
- f. When to have children and whether or not to go back to work immediately are



..... facing many women.

**8. Discuss these questions with other students:**

- a. The article comes to no definite conclusion, but it does make you feel generally optimistic or pessimistic about the future? Give your reasons.
- b. Do you think we will be able to “halt the spread of our own species”, and prevent “the destruction of the last great wilderness, such as the Amazon”? If so, how will we do this? If not, why not?

**LISTENING COMPREHENSION**

**Population**

***I. Before-listening task***

**Discuss the question:**

Is the world’s population getting bigger or vice versa?

***II. While-listening tasks***

**1. Fill in the gaps:**

The world’s population \_\_\_\_\_ bigger. There’s a population explosion in some countries. I’m not \_\_\_\_\_ or bad. The Earth can only support \_\_\_\_\_ people. One day, the world’s population will be \_\_\_\_\_ everyone. When that happens, we’ll \_\_\_\_\_ water wars. Many years ago, the population was controlled by famines, a shorter lifespan, disease and \_\_\_\_\_. We are richer now and so we can \_\_\_\_\_ live. This is already causing problems in some countries. Japan, for example, has almost more retired people than working people. This means workers can’t make enough money \_\_\_\_\_ people.

**2. Write about population for 10 minutes.**

***III. After-listening tasks***

**1. Write your own questions**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**2. Use your blog, wiki, Facebook page, MySpace page, Twitter stream, or any other social media tool to get opinions on population. Share your findings with the class.**

**Pre-reading ideas**

**1. Talk about population trends in your country. Which are the biggest cities? Are people moving into the cities? Is this good?**

**2. In pairs / groups, write down five problems that mega cities will have in the future. Once you have five problems, discuss possible solutions. Tell your problems to other groups and ask for their solutions.**

**3. Predict whether the following statements about the article are true or false:**

- 1) A United Nations report on world population trends talks about interesting food. T/F
- 2) The world's population is currently 6.5 billion. T/F
- 3) The report says population explosions will occur in Europe and Japan. T/F
- 4) The population levels in developed countries will fall because of increased contraceptive use. T/F
- 5) Half of the world's population will be city dwellers by 2007. T/F
- 6) Bombay is currently the world's most populated city. T/F
- 7) In 1950 only two cities had a population of over 10 million. By 2050 that number will increase to twenty-two. T/F
- 8) Population trends will present opportunities as well as challenges for all societies in the twenty-first century. T/F

**4. Match the following synonyms from the article:**

- |                      |               |
|----------------------|---------------|
| (a) report           | happen        |
| (b) food for thought | in contrast   |
| (c) occur            | outcomes      |
| (d) diversity        | statistics    |
| (e) conversely       | birth control |
| (f) contraceptive    | vigorous      |
| (g) dwellers         | leap          |
| (h) jump             | variety       |
| (i) dynamic          | document      |
| (j) consequences     | inhabitants   |

**5. Match the following phrases based on the article**

- |                                     |  |
|-------------------------------------|--|
| (a) world population                | off to about 9 billion people            |
| (b) interesting food                | of that size                             |
| (c) set to increase and level       | jump from the figure of 30%              |
| (d) The report says population      | concludes                                |
| (e) will increase greatly in        | as challenges for all societies          |
| (f) That is a huge                  | explosions will occur in Africa and Asia |
| (g) By 2050 there will be 22 cities | trends                                   |
| (h) The report                      | for thought                              |
| (i) reflected in new and            | the coming decades                       |

- (j) present opportunities as well                      diverse patterns

### **Half the World in Cities**

A United Nations report on world population trends has provided some interesting food for thought on the future demographics of our planet. The world's population is currently 6.5 billion and is set to increase and level off to about 9 billion people. The report says population explosions will occur in Africa and Asia, but not in the rest of the world, "Considerable diversity exists in the expected population growth of countries. The population of many countries, particularly in Africa and Asia, will increase greatly in the coming decades."

Conversely, population levels in developed countries are expected to fall, because of decreased fertility rates caused by increased contraceptive use. The report also indicates half of the world's population will be city dwellers by 2007. That is a huge jump from the figure of 30% urbanization in 1993. The five most populated cities today are Tokyo (35 million people), Mexico City (19 million), New York (18.5 million), Bombay (18.3 million) and Sao Paulo (18.3 million). In 1950 only Tokyo and New York had populations of more than 10 million people. By 2050 there will be 22 cities of that size.

The report concludes, "The current population picture is one of dynamic population change, reflected in new and diverse patterns of childbearing, mortality, migration, urbanization and ageing. The continuation and consequences of these population trends present opportunities as well as challenges for all societies in the twenty-first century."

#### **1. Discuss the questions:**

- 1) What do you think of this article – interesting food for thought?
- 2) Are you pessimistic or optimistic about the future of our world?
- 3) Do you prefer the city or the country?
- 4) What is the attraction of cities?
- 5) What problems will increased urbanization create?
- 6) What will happen to the depopulated countryside?
- 7) Who will grow all the food?
- 8) What will be the consequences of population explosions in Africa and Asia?
- 9) Would you like your city / town / village to double in size in the next ten years?
- 10) Should contraception be encouraged to prevent population explosions?
- 11) Which of these cities would you most and least like to live in - Tokyo, Mexico City, New York, Bombay, and Sao Paulo?
- 12) What are the biggest opportunities and challenges for the world in the twenty-first century?
- 13) What will you be doing in 2020, 2030, 2040, 2050?

#### **2. Talk about the following conclusions of the report on world demographic trends:**

- a. The world's urban population is increasing rapidly, and is expected to increase

from today's 3.2 billion people to about 5 billion in 2030. Half the world's population is expected to live in urban areas by 2007.

b. The proportion of older people is expected to continue rising well into the twenty-first century. As the pace of population ageing is much faster in the developing countries than in the developed ones, developing countries will have less time to adjust to the consequences of population ageing.

c. Most developed countries exhibit fertility levels at or below the replacement level. Some developing countries, mainly in Africa, still exhibit high fertility.

d. Contraceptive use has increased significantly over the past decade, from 54 per cent in 1990 to 63 per cent in 2000.

e. During the twentieth century, mortality experienced the most rapid decline in the history of humanity, owing to better hygiene, improved nutrition and medical practices.

f. HIV/AIDS has already produced marked increases in mortality in Africa, the region most affected by the disease.

g. About 175 million persons reside in a country other than the one in which they were born. The number of migrants more than doubled between 1960 and 2000.

h. Developed and developing countries differ significantly with regard to their population concerns. High mortality, particularly infant and child mortality, maternal mortality and mortality related to HIV/AIDS, is the most significant population concern for developing countries. The most significant demographic concern of the developed countries relates to low fertility and its consequences, including population ageing and the shrinking of the working age population.

### 3. Write a short article outlining global challenges over the next fifty years.

#### LISTENING COMPREHENSION

##### Europe's Population Now Half a Billion

###### *Before-listening tasks*

1. Read the headline of the article you are going to listen to. Guess if a-h below are true (T) or false (F).

- |   |       |
|---|-------|
| a. The population of Europe has decreased considerably since 2000.        | T / F |
| b. There was a rise of 1.4 million people in Europe's population in 2009. | T / F |
| c. Most of the rise in population was due to increasing birth rates.      | T / F |
| d. Birth rates were higher in Ireland than in Germany in 2009.            | T / F |
| e. European governments aren't too concerned about immigration.           | T / F |
| f. The U.N. said immigration will cause many tensions.                    | T / F |
| g. A lot of Europeans are angry about immigration.                        | T / F |
| h. A British man believes we need to think more about tanks.              | T / F |

2. Match the following synonyms from the article.

- |           |            |
|-----------|------------|
| 1. passed | a. for     |
| 2. figure | b. dropped |



- |                 |               |
|-----------------|---------------|
| 3. bulk         | c. manage     |
| 4. fell         | d. majority   |
| 5. far          | e. fury       |
| 6. cope         | f. a long way |
| 7. strain       | g. gone over  |
| 8. anger        | h. obvious    |
| 9. in favour of | i. pressure   |
| 10. clear       | j. number     |

**Phrase match:**

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1. passed the half-a-billion mark | a. rates were in Ireland    |
| 2. The bulk                       | b. increases in population  |
| 3. countries with the biggest     | c. be brought down          |
| 4. The highest birth              | d. to cope                  |
| 5. Europe is still far            | e. of the increase          |
| 6. worry about how                | f. reduced living space     |
| 7. put a great strain             | g. for the first time       |
| 8. cause tension due to           | h. to immigration           |
| 9. people who are opposed         | i. behind China             |
| 10. immigration needs to          | j. on a country's resources |

**3. In pairs / groups, decide which of these topics or words from the article are the most interesting and which are the most boring.**

*population / database / statistics / database / immigration / birth rates / far behind / worry / how to cope / strain on resources / public services / tension / arguments*

**4. What pressures are there on these resources? Complete this table.**

Resource	Strains	How to cope
Water		
Transport		
Jobs		
Housing		
Food		
Public services		

**5. Debate the overpopulation problem:** Students A **strongly** believe that overpopulation will not be a problem in the future; Students B **strongly** believe the opposite.

**6. Discuss the question:** What does immigration add to a country? **Rate these:** 10 = Adds loads; 1 = Has a negative impact.

- Cultural diversity                       New languages

- |   |  |
|---|--|
| <input type="checkbox"/> Increased workforce  | <input type="checkbox"/> Food and culture                      |
| <input type="checkbox"/> New skills           | <input type="checkbox"/> Cosmopolitan feel                     |
| <input type="checkbox"/> Global understanding | <input type="checkbox"/> Sense of wanting to help new arrivals |

## II. While-listening tasks

### 1. Put the words into the gaps in the text.

*fell; moving; statistics; far; passed; highest; rise; increases; favour; lead; leading; brought opposed due cope demand*

Europe's population has \_\_\_\_\_ the half-a-billion mark for the first time ever. Europe's \_\_\_\_\_ database agency Eurostat put the official figure at 501.1 million people across the 27-nation European Union. This was a \_\_\_\_\_ of 1.4 million people between January 1 2009 and January 1 2010. The bulk of the increase was due to immigration, with 900,000 immigrants \_\_\_\_\_ to EU countries. Eurostat said that the five countries with the biggest \_\_\_\_\_ in population were Ireland, the United Kingdom, France, Cyprus and Sweden. Germany's population \_\_\_\_\_ by 203,000. Over five million children were born in 2009 across the EU. The \_\_\_\_\_ birth rates were in Ireland, Britain and France, and the lowest were in Germany and Austria. Europe is still \_\_\_\_\_ behind China, which has a population of 1.4 billion.

Increases in population are \_\_\_\_\_ many European governments to worry about how to \_\_\_\_\_ with the increasing numbers. More people put a great strain on a country's resources. It can also \_\_\_\_\_ to environmental damage and competition for jobs, houses and public services. The United Nations Population Fund says population growth will also cause tension \_\_\_\_\_ to reduced living space and increased \_\_\_\_\_ for food and water, fuel and transport. Many countries in Europe are experiencing anger from people who are \_\_\_\_\_ to immigration. Sir Andrew Green of the UK's Migration Watch think tank said: "There are always arguments in \_\_\_\_\_ of immigration...but the majority of people are clear that immigration needs to be \_\_\_\_\_ down."

### 2. Listen and fill in the gaps:

Europe's population has passed the half-a-billion \_\_\_\_\_ ever. Europe's statistics database agency Eurostat \_\_\_\_\_ 501.1 million people across the 27-nation European Union. This was a rise of 1.4 million people between January 1 2009 and January 1 2010. The \_\_\_\_\_ due to immigration, with 900,000 immigrants moving to EU countries. Eurostat said that the five countries \_\_\_\_\_ in population were Ireland, the United Kingdom, France, Cyprus and Sweden. Germany's population fell by 203,000. Over five million children were born in 2009 across the EU. The \_\_\_\_\_ in Ireland, Britain and France, and the lowest were in Germany and Austria. Europe \_\_\_\_\_ China, which has a population of 1.4 billion.

Increases in population are leading many European governments to worry \_\_\_\_\_ with the increasing numbers. More people put a great

strain on a country's resources. \_\_\_\_\_ environmental damage and competition for jobs, houses and public services. The United Nations Population Fund says population \_\_\_\_\_ tension due to reduced living space and increased demand for food and water, fuel and transport. Many countries in Europe are experiencing anger from people \_\_\_\_\_ immigration. Sir Andrew Green of the UK's Migration Watch think tank said: "There are \_\_\_\_\_ favour of immigration...but the majority of people are clear that immigration \_\_\_\_\_ down."

### III. After-listening tasks

#### 1. Discuss the following questions:

- 1) What do you think of Europe's population rising to half a billion?
- 2) What problems does overpopulation bring?
- 3) Why are European governments worrying?
- 4) How do governments cope with increasing numbers?
- 5) What changes have there been to the population in your country?
- 6) What springs to mind when you hear the word „immigration“?
- 7) Is immigration a good or a bad thing?
- 8) What kind of environmental damage does immigration cause?
- 9) Would you like to move to another country?
- 10) Do you think levels of migration will reach boiling point one day?
- 11) What problems do migrants have?
- 12) What problems will immigration cause in the future?
- 13) Do former colonial countries have an obligation to allow people from former colonies to move to their country?
- 14) Is it better to have a cosmopolitan population?
- 15) What questions would you like to ask a migrant moving to Europe?
- 16) Should all EU countries have an equal share of immigration rises?

#### 2. Put the correct words from the table below in this article:

Europe's population has passed the half-a-billion (1) \_\_\_\_\_ for the first time ever. Europe's statistics database agency Eurostat put the official figure at 501.1 million people (2) \_\_\_\_\_ the 27-nation European Union. This was a rise of 1.4 million people between January 1 2009 and January 1 2010. The bulk (3) \_\_\_\_\_ the increase was due (4) \_\_\_\_\_ immigration, with 900,000 immigrants moving to EU countries. Eurostat said that the five countries with the biggest increases in population were Ireland, the United Kingdom, France, Cyprus and Sweden. Germany's population (5) \_\_\_\_\_ by 203,000. Over five million children were born in 2009 across the EU. The highest birth rates were in Ireland, Britain and France, and the lowest were in Germany and Austria. Europe is still (6) \_\_\_\_\_ behind China, which has a population of 1.4 billion.

Increases in population are (7) \_\_\_\_\_ many European governments to worry about how to cope with the increasing numbers. More people put a great (8) \_\_\_\_\_ on a country's resources. It can also lead to environmental damage and competition for

jobs, houses and public services. The United Nations Population Fund says population growth will also cause (9) \_\_\_\_\_ due to reduced living space and increased demand for food and water, fuel and transport. Many countries in Europe are experiencing (10) \_\_\_\_\_ from people who are opposed (11) \_\_\_\_\_ immigration. Sir Andrew Green of the UK's Migration Watch think tank said: "There are always arguments in favour of immigration...but the majority of people are clear that immigration needs to be (12) \_\_\_\_\_ down."

1. (a) meek (b) make (c) maker (d) mark
2. (a) beyond (b) across (c) over (d) round
3. (a) of (b) from (c) to (d) at
4. (a) by (b) of (c) to (d) as
5. (a) drop (b) off (c) fell (d) down
6. (a) for (b) far (c) fir (d) fur
7. (a) leading (b) loading (c) leasing (d) leafing
8. (a) grain (b) brain (c) train (d) strain
9. (a) tense (b) tension (c) tensed (d) tenses
10. (a) mad (b) upset (c) furious (d) anger
11. (a) by (b) at (c) to (d) of
12. (a) brought (b) bought (c) bringing (d) brings

**3. Write a magazine article about the benefits of immigration Include imaginary interviews with successful immigrants.**

#### WATCHING VIDEO

##### **Lord Filkin, Chairman of the Public Service and Demographic Change Committee Discusses the "Ready for Ageing?" Report**

**Watch the video and answer the questions:**

1. What problem is raised in the video?
2. Why is this problem so challenging?
3. What is the state of the health and care system?
4. Is the government ready for ageing?
5. What is the attitude of the public to the problem?

#### TEXT 2

##### **Social and Demographic Processes in Kazakhstan**

The population of the sovereign state of the Republic of Kazakhstan in the course of formation of the ethnic territory and demographic structure passed a difficult historical way.

Population in the Kazakh khanate during folding in the middle of the XV century made about 200 thousand people. For the next 70 years there was forced growth of the population at the expense of collecting of the Kazakh nationality and its territory. At the beginning of the XVI century the number of citizens of khan Kassym made 1 million people.



The beginning of formation of multinational structure of the population of Kazakhstan belongs to the XVI century when Russians, Ukrainians, Tatars and the representatives of other nationalities running from prosecutions of the Russian authorities, united in so-called Cossack outlaws. In the 1890<sup>th</sup> country colonization from Russia and Ukraine amplifies. On the basis of the fortresses constructed during military and migratory expansion of Russia, there were the first colonial cities occupied mainly by Russians, Ukrainians and Tatars. B1881-1883 from Xinjiang (China) moved about 50 thousand Uyghur and Dungan who took place in the territory of Kazakhstan.

According to population census of the Russian Empire 1897 three largest ethnic groups were allocated for territories of Kazakhstan: the Kazakhs making 81.7% of the population, Russians - 10.9 and Ukrainians - 1.9%. But in 1914 the specific weight of Kazakhs decreased to 65.1, and east Slavs (Russians, Ukrainians, and Belarusians) increased to 29.6%. Therefore, for 1897 -1914 the specific weight of Kazakhs decreased on 16.6 points, and the Slavic population rose by 16.8 points.

The positive balance of migration of Russian and the Ukrainian population was the main reason of decrease in specific weight of indigenous people and its ratio with other ethnic groups. Country colonization of Kazakhstan especially amplified last decade XIX century - the beginning of the XX century in connection with a Stolypin agrarian reform. In only 46 years (1871-1917) in the region settled over 1.6 million people (without come back back), the vast majority which arrived in 1907-1916. As a result of it at the end of XIX - the beginning of the XX century process of formation of multinational structure of the population of Kazakhstan was accelerated. By the beginning of the XX century representatives lived about 60 nationalities among which, except the Turkic population (Uzbeks, Uyghurs, Kyrgyz, Karakalpaks, Tatars, Bashkirs etc.) were Germans, Poles, Dungans, Tajiks, Jews, etc. in the region.

In the years of World War I the number of Kazakhs that is explained by decrease in level of a natural increase and mortality growth was considerably reduced. It were consequences of defeat of revolt in 1916 when hundreds thousands Kazakhs were lost from hands of chasteners and were compelled to run out of borders of the empire. Only from Semirechensky area in 1916 150 thousand Kazakhs emigrated. Transformations of Kazakhs into minority in the primordial territory were so laid the foundation.

These and other tendencies of ethno-demographic development, in particular strengthening process multicultural Kazakhstan received a sharp push during the post-October period, in days of the Soviet power that was connected with implementation of socialist industrialization, collectivization, and other social and economic transformations, Great Patriotic War consequences. In all areas which have been negatively reflected in demographic development of the Kazakh people, the negative role was played by migratory policy.

In October, 1920 the Kazakh Autonomous Soviet Socialist Republic as a part of the Russian Federation Orenburg became which capital was proclaimed. It allowed uniting the most part of the ethnic territory of Kazakhs as a part of national state education.

It is known that the demographic situation at the beginning of the 20<sup>th</sup> was adverse; on the one hand, during a crop failure and jute of 1921 the part of peasants began to move spontaneously in RSFSR and to Ukraine. The Central Election Commission of the Kazakh ASSR addressed to the country population of the republic with the special address with the purpose to constrain outflow from the republic. At the beginning of the 20<sup>th</sup> from the various regions of Russia (for example, from the Saratov, Astrakhan province) to Kazakhstan moved or came back not only country (Russian, Ukrainian, Mordovian, etc.), but also the Kazakh population.

Moved to the republic was more, than left out of its limits, on 638.8 thousand. The most part of migrants arrived from Ukraine, from the Volga region, from the North, the West, the RSFSR Center, smaller of Siberia, the Urals, Belarus, Central Asia, the Far East. Migrants from the European part preferred areas of bogarny agriculture. So, in the Kustanay district 15% of all arrived, in Akmolinsk and Aktyubinsk - 40%, in Semipalatinsk - 24% of migrants took place. This results from the fact that areas of bogarny agriculture in forest-steppe and steppe zones were close according to climatic and soil characteristics to regions of an exit of migrants.

The spontaneous population shift proceeding to the middle of the 20<sup>th</sup>, gradually gained the organized character. Huge unemployment in the central industrial regions of the country, reaching 1.3 million people, forced tens of thousands of people to go to Kazakhstan on construction of Turksib, the Karaganda coal basin, Balkhash, etc. Only on the organized set of labor to Kazakhstan from other regions of the country in 1931-1940 there arrived 509 thousand people. The vast majority of workers and the found a job unemployed after completion of construction of the industrial enterprises and the railroads, the cities and working settlements, remained, passing to permanent job.

In parallel there was an agrarian resettlement. In the late twenties — the beginning of the 30<sup>th</sup> the dispossessed peasants special immigrants began to arrive to Kazakhstan from Russia, from Ukraine, etc. republics, and also the invalidated-out Red Army men and peasants immigrants from the European part of the country and Siberia, the settlements which have organized on places of a commune and agricultural artels. During 1928 -1930 to Kazakhstan for work in created state farms from different areas of the country of profit of 65 thousand families. In 1940 the organized resettlement of peasants volunteers from the land-poor regions of Ukraine and RSFSR, especially from Mordovia, Chuvashia, Tataria, etc. republics began. To Kazakhstan arrived from above 24.4 thousands families which lodged in northern areas of the republic for development of a grain farm on virgin lands.

**1. Give a summary of the text.**

**2. Prepare a PowerPoint presentation on the demographic situation in English-speaking countries and Kazakhstan.**

### 3.2 Job Search. Unemployment. Problems of Youth Employment



#### LISTENING COMPREHENSION

#### Jobs

##### *I. Before-listening task*

**Work in pairs and discuss the questions:**

1. Would you describe the working environments in the photos?
2. What are the pros and cons of working in each place?
3. What would be your ideal working environment? Why?

##### *II. While-listening tasks*

**1. Listen to someone answering the following questions. Number the questions in the order you hear them.**

- a. When you **apply** for a job, do you normally **send a CV**? Do you need to include references?
- b. Do you do a **nine to five job** then?
- c. Would you like to **work flextime**?
- d. What are the **perks** of your job?
- e. How do you hear about **job vacancies** in your profession?
- f. How often do you **work overtime**?
- g. Would you like to be **self-employed** or work freelance? Why? Why not?
- h. Are you **employed** or **self-employed**?
- i. How often do you expect to **get a pay rise** in your job? Is it easy to **get promoted**?

**2. Work in pairs. Discuss the meaning of the words and phrases in bold in exercise 1.**

##### *III. After-listening task*

**Work in pairs. Think about your job or a job you would like to have, and discuss the questions above.**

#### TEXT 1

#### Job Swap

After twenty years in **employment**, many people don't like doing to work in the morning. They want to be truly excited about their jobs. But it's difficult to



change jobs and changing your **career** is even harder, so take time to do it right.

You'll need to look at your **skills** and personal interests. Connecting work to personal interests is the best way to find a satisfying career. What do you really enjoy doing in your spare time? Is it sailing, gardening? Why do you find these activities enjoyable? Do you like gardening because you can be **creative**? Is sailing fun because you like visiting new places? It isn't always a good idea to make your hobbies your career because you'll need to find a new hobby, but knowing why you like your hobbies is very important to knowing which career you might enjoy.

When you know the **abilities** you enjoy using and have decided which **field** you'd like to work in, it's time to get practical. Find out all about it. Who are the key companies? After finding potential **employers**, you can start thinking about possible jobs.

However, it's very hard to find **full-time** employment in a completely different **line of work**. You might need to go to evening classes for **extra qualifications** for your CV. But employers prefer **hiring candidates** to have a solid **background** in the field. You might have to start by working **part-time** or even for free to gain **experience**.

Changing careers isn't easy. People often find that "the devil you know is better than the devil you don't" and prefer to stay in a job they know. But I think life's too short to spend a single minute doing something you don't love doing.

#### Topical Vocabulary

**employment** - занятость, профессия, прием на работу, работа по найму, трудовая занятость населения

**a career** - карьера

**a skill** - навык, умение

**creative** - творческий

**an ability** - способность, дарование

**a field** - область деятельности

**an employer** - работодатель (**an employee** – лицо, работающее по найму, сотрудник, служащий)

**full-time** - на постоянной основе, на условиях полной занятости, на полную ставку

**line of work** - область компетенции, род деятельности

**extra qualifications** - дополнительные квалификации

**CV** - резюме

**to hire** - нанимать, принимать на работу

**a candidate** - соискатель

**background** - образование и опыт, послужной список

**part-time** - неполная занятость, частичная занятость, неполный рабочий день

**experience** - опыт

**1. Read the text above and tick (✓) the advice the writer would give this person.**

"I've worked in sales and marketing for the past 20 years but I'm not happy with my



job. How can I change my career?"

- 1) Go back to university to improve your qualifications.
- 2) Think about what you like doing and decide what kind of career you would like.
- 3) Talk to your boss about a different job in the same company.

**2. Mark the sentences *T* (True) or *F* (False)**

- 1) A lot of people are still excited about their jobs after twenty years. \_\_\_\_\_
- 2) Changing your career is harder than changing your job. \_\_\_\_\_
- 3) You should ask yourself why you enjoy your hobbies. \_\_\_\_\_
- 4) Your hobby will always be your perfect job. \_\_\_\_\_
- 5) You should look at the field you'd like to work in, then the companies, then the job. \_\_\_\_\_
- 6) Employers prefer to employ people with qualifications than experience. \_\_\_\_\_
- 7) People are often afraid of changing their career because they don't know what will happen. \_\_\_\_\_
- 8) The expert suggests changing your job if you don't love doing it. \_\_\_\_\_

*TEXT 2*

**Job-Hunting Strategies**

1

It is supposedly to be one of the pillars of American work-culture. It is the way Americans search for employment and companies hire prospective employees. They represent who you are and what you can offer to a company. Since an American company usually receives many more of them than available positions, it is critical that it imparts the most favourable impression possible about your experience and abilities.

2

Figuring out your best skills, and favourite subjects, and then researching any employer that interests you, before approaching that organization and arranging, through your contacts, to see the person there who has the power to hire you for the position you are interested in.

3

The job-hunting strategy that we instinctively turn to, because it seems like a wonderful idea, when you are unemployed, that there is actually someone out there who can link employers looking for jobs with very-qualified me. We all like to think that somewhere there is just a switchboard, where all the employers and all the job-hunters, in an area, can come to find each other.

4

Picking out any employer that interests you and going directly to their building, face-to-face while avoiding the Personnel Department (or human resources department).

5

They are found in your local newspaper – in the classified section, and/or in the business section, education section, or Sunday edition. Within 48-96 hours after it

appears (the third day is usually the peak), an employer will typically receive from 20 to 1000 or more resumes.

6

Asking every friend and every relative you have, about any vacancies they may know of. (In job-hunting jargon, these are called your contacts.)

- A. Relying upon friends' and relatives' help .....
- B. Want ads in newspapers .....
- C. Applying directly to an employer .....
- D. Resume .....
- E. Creative job-hunting approach .....
- F. Employment agencies .....
- G. "Blat" .....

**1. Read the text "Job-Hunting Strategies". Choose the titles from A-G the one which best fits each strategy. There is one extra title which you do not need to use.**

**2. Discuss the questions:**

- 1) Which, do you believe, are the most and the least effective job-hunting strategies, in the author's opinion? What made you have a guess?
- 2) Do you agree? How does it coincide with your experience and the experience of your friends?
- 3) What is your attitude towards Internet Job Search?

### Job Interview Stories

**1. Discuss the question:**

When was the last time you attended or held an interview? Was it successful? Why/why not?

**2. In pairs, complete the definitions with the words/phrases below:**

*against your will; fit for; hiring for; nationwide; nerve-racking; sticks out*

- 1) If a situation is \_\_\_\_\_, it causes a lot of stress.
- 2) If something \_\_\_\_\_ in your mind, you remember it very clearly.
- 3) If somebody makes you do something \_\_\_\_\_, you do not want to do it.
- 4) If something is \_\_\_\_\_, it takes places all over the country.
- 5) If a company is \_\_\_\_\_ a position, they are looking for a new employee.
- 6) If you are the perfect \_\_\_\_\_ a job you are the best candidate to fill the position.

**3. Work in pairs. You are going to read about an American survey of HR managers on the most unusual things they have seen during job interviews. Below are eight incidents that actually happened according to the survey. Try to**

guess what exactly happened. Complete the sentences and then read the article to see how close you were.

- 1) The candidate took a . . . . . off the interviewer's desk and put it in her purse.
- 2) The candidate started screaming in the interview because . . . . .
- 3) The candidate said his ideal job was a painter of birdhouses. He was applying for the position of . . . . .
- 4) Instead of talking, the candidate decided to . . . . .
- 5) When asked why he wanted the position, candidate replied that his . . . . . wanted him to get a job.
- 6) The candidate started feeling interviewer's . . . . .
- 7) The candidate had a live . . . . . under his shirt.
- 8) During a phone interview, the candidate threw the phone in . . . . .

### **Job Interviews: Recruiters Reveal the Strangest Things Candidates Have Done**

*From stealing family photos to trying to read the interviewer's fortune against his will - these are the candidates who stood out for all the wrong reasons.*

There are fewer things more nerve-racking than a job interview but think about these poor candidates who have stuck out in their potential employer's minds - and for all the wrong reasons.

A nationwide survey of HR managers in the US by recruitment company CareerBuilder has found some of the strangest things that have ever happened during a job interview.

From theft to attempting to read the interviewer's fortune against his will, these are some things not to do in a job interview:

1. Candidate took a family photo off the interviewer's desk and put it into her purse.
2. Candidate started screaming that the interview was taking too long.
3. Candidate said her main job was being a psychic/medium and tried to read interviewer's palm, despite interviewer's attempts to decline the offer.
4. When asked what his ideal job was, the candidate said "painter of birdhouses." (Company was hiring for a data entry clerk.)
5. Candidate sang her responses to questions.
6. Candidate put lotion on his feet during the interview.
7. When asked why he wanted the position, candidate replied, "My wife wants me to get a job."
8. Candidate started feeling interviewer's chest to find a heartbeat so they could "connect heart to heart."
9. Candidate had a pet bird in his/her shirt.
10. Candidate took phone interview in the bathroom - and flushed.

The survey also found that failing to make eye contact, not smiling and being caught in a lie were the biggest - and most common - mistakes candidates could make.

Rosemary Hafner, chief human resources officer for CareerBuilder, said: "Preparing for an interview takes a lot more than Googling answers to common interview questions.

"Candidates have to make a great first impression with their appearance, have a solid understanding of the target company, know exactly how to show that they're the perfect fit for the job and control their body language."

*Adapted from The Independent, by Caroline Mortimer, 15 January 2016*

**4. Read the article again and complete the tips below with suitable verbs.**

- 1) \_\_\_\_\_ eye contact.
- 2) \_\_\_\_\_ a great first impression with your appearance.
- 3) \_\_\_\_\_ for the interview.
- 4) Don't \_\_\_\_\_ in a lie.
- 5) \_\_\_\_\_ a solid understanding of the company.
- 6) \_\_\_\_\_ your body language.

**Which of these tips are most important? Why?**

**5. Find a word or phrase in the article which means ...**

- 1) were noticed/remembered very easily (*phrasal verb, SUBTITLE*)
- 2) the crime of stealing something (*noun, P3*)
- 3) the inside surface of your hand (*noun, P3*)
- 4) emptied the toilet (*verb, P3*)
- 5) finding something in Google (*verb, P5*)
- 6) the company you are interested in (*2-word noun, P6*)

**6. Discuss any of the following questions**

1. Have you heard of any strange interview stories?
2. Have you attended many job interviews? How do you prepare? What is the most difficult part of the experience?
3. Have you interviewed anybody before? What makes a good and bad candidate?

**The Job Interview**

**1. In pairs, match the adjectives below with their correct definitions and discuss how important these characteristics are for your job or the job that you want to apply for:**

- 1) experienced
- 2) self-motivated
- 3) communicative
- 4) enthusiastic
- 5) dynamic
- 6) hardworking

a. able to make yourself do something well



- b. able to talk to people easily and share information
- c. continually doing a lot of work
- d. energetically interested in something and willing to be involved in it
- e. having lots of ideas and energy
- f. having skill or knowledge because you have done something many times

**2. Read the following CV summary and fill in the header for each section with "EDUCATION", "WORK EXPERIENCE", "PERSONAL DETAILS", "PROFILE" and "SKILLS AND INTERESTS":**

**Andrea Patarino**

Rome, Italy

1

Date of birth: 23 June 1980

Marital status: Single

2

A British Culture Studies and English Linguistics graduate with four years' experience in the field of international cultural cooperation. Self-motivated, dynamic and ready to meet new challenges.

3

2000-2005 University of Rome, M.A. in British Culture Studies

4

2003-present **Project co-ordinator**, British Council, Rome, Italy

2002-2003 **Internship**, National Youth Agency, Leicester, UK

2001-2002 **Tour guide**, Tourist Information Centre, Rome, Italy

5

IT skills (good knowledge of Windows and Microsoft Office), fluent in English (Certificate of Proficiency obtained in 2003), well-travelled, enjoys reading and skiing.

**3. Look at the following 'difficult' questions that you might hear during a job interview:**

How would you describe yourself?

What influenced you to choose a career in ...?

How has your university education prepared you for a job in ...?

Tell me about your current job. What have you been doing?

How would you describe yourself in terms of your ability to work as a member of a team?

Tell me about a major problem you recently handled. Were you successful in resolving it?

How do you handle pressure?

Why do you want to work for this company?

What do you feel you have to offer this company?

What personal weakness has caused you the greatest difficulty on the job?

What would you say has been your most rewarding accomplishment?  
What are your goals for the future?  
What do you think you'll be doing in five years' time?

## LISTENING COMPREHENSION

### Job Interview I

#### I. Before-listening task

Now read the following job advert:

*Language Worldwide is an established international language centre seeking a dynamic, self-motivated and responsible person for the position of project coordinator. Suitable candidate must be a university graduate and be proficient in at least 2 languages, including English.*

#### II. While-listening tasks

1. Watch or listen to an extract from Andrea's interview at Language Worldwide and tick the questions that you hear.

2. Listen again and put T (True) or F (False) next to the following statements:

- 1) Andrea has always been interested in the British/American language and culture.
- 2) His current job mainly involves preparing budgets for projects.
- 3) He has worked as part of a team.
- 4) He had to replace one of the speakers at a British Council event.
- 5) He believes the job he is being interviewed for is tailored to his skills and qualifications.
- 6) His most rewarding achievement has been successfully completing his university degree.
- 7) His main weakness is handling pressure.
- 8) His long-term ambition is to start his own business.

#### III. After-listening tasks

1. Now look at the following expressions from the interview and match them to their functions below:

I would describe myself as someone who is ambitious, hardworking and motivated by challenge.

As you can see from my CV, I've been working as a project coordinator for the British Council in Rome for several years.

My job has mainly involved organizing special events

Against the odds, I managed to successfully work with our partners and reschedule the project events.

I guess at times I am a little reluctant to delegate certain tasks.

I would say successfully completing my university degree has been my most rewarding accomplishment.

My long-term goals involve growing with a company where I can continue to learn, and take on additional responsibilities.

Once I gain the necessary experience, I see myself moving on to a management position.

- a. describing your current job
- b. describing your personal qualities
- c. describing a personal weakness
- d. describing how you overcame a difficult situation
- e. describing your ambitions
- f. describing your achievements

**2. Complete the following collocations from the interview:**

- |                 |                               |
|-----------------|-------------------------------|
| 1) be motivated | a. a well-established company |
| 2) manage       | b. by challenge               |
| 3) deal with    | c. certain tasks              |
| 4) motivate     | d. deadlines                  |
| 5) meet         | e. international projects     |
| 6) work         | f. others                     |
| 7) be part of   | g. outside partners           |
| 8) delegate     | h. under pressure             |

**3. In pairs, interview each other for a job of your choice. Use questions/expressions from this lesson and any others that you may need. Would you give your partner the job? Why/why not?**

**Job Interview II**

***I. Before-listening tasks***

- 1. Work in pairs. What questions might you be asked in a job interview? Make a list.**
- 2. Look at the job profile below. What is the difference between “essential” and “desirable”?**
- 3. Put the headings in the box in the correct section (1-4) of the profile.**

*Experience and knowledge*

*Personal qualities*

*Qualifications and training*

*Skills*

**Job profile: Marketing Assistant**

	<b>Essential</b>	<b>Desirable</b>
<u>1</u>	A degree	A degree in marketing
<u>2</u>	An understanding of marketing	Experience of working in marketing

<u>3</u>	Excellent communication skills Organization skills	Ability to negotiate
<u>4</u>	Self-motivated Good team member	Creative

### II. While-listening task

Listen to two people being interviewed for this position. Which things listed in the job profile do they each have?

### III. After-listening task

Discuss the question: Who would you choose, and why?

## WATCHING VIDEO

### You're Hired

#### I. Before-watching task

Match the words and phrases in the table to their definitions.

1. picky	2. pull something off	3. temperament	4. challenging
5. rewarding	6. move on	7. voluntary work	8. carbon footprint
9. current position	10. ethically sourced	11. technicalities	12. diversify

#### Definitions:

- work that is done without being paid, often for charity organizations
- having inflexible likes and dislikes and, therefore, being hard to please or satisfy
- providing somebody with personal satisfaction or great pleasure
- demanding physical or psychological effort of a stimulating kind
- one's current job
- leave a job of your own choice
- a prevailing or dominant quality of mind that characterizes somebody
- to become more varied, or make something more varied
- details in a contract which are of a technical nature
- to achieve something impressive, particularly through a combination of skill and luck
- a measure of the amount of carbon dioxide produced by a person, organization or state in a given time
- products which are from companies with socially desirable characteristics such as fair employment practices or environmentally sound operational policies

#### II. While-watching task

Read the following statements and decide if they are true or false.

- Sarah works at a school for children with learning difficulties.
- Sarah wants to get a new job because her current position is not challenging.
- Sarah had a problem with one of her managees.
- Sarah used to live abroad.
- Sarah won a scholarship to go to university in India.



6. Sarah is interested in environmental issues.

### III. After-watching task

#### Discuss the questions:

What do you think of the video?

Do you think that Sarah will get the job?

#### Job Searching Tips and Career Advice from CV-Library.co.uk

#### Watch the video and answer the questions:

1. What is the first must-do?
2. What does it mean to keep relevant?
3. What is a bullet point?
4. What do you need to know before applying for the job?
5. What advices would you add to the list?

#### TEXT 3

#### Unemployment

#### Choose the correct to fill each gap:

Stop and consider for a moment how you would feel if you were willing and 1) ..... to work, and yet day after day you have 2) ..... through all kinds of weathers to get the local employment office you are told – once again – that there is nothing available for you.

Initially, you would probably feel a 3) ..... a sense of disappointment, a slight feeling of being 4) ..... down.

However, as the days pass and you have still not found even the most 5) ..... of jobs, you would probably become increasingly angry and incensed at the injustice of it all.

What kind of a society allows an able-bodied individual to sit around and twiddle his 6) ..... all day? Obviously, one which cannot understand how important it is for a person to feel useful and productive.

- |             |               |               |            |
|-------------|---------------|---------------|------------|
| 1 A capable | B efficient   | C suitable    | D able     |
| 2 A trudged | B strolled    | C sauntered   | D strutted |
| 3 A pale    | B low         | C dim         | D faint    |
| 4 A pushed  | B set         | C let         | D laid     |
| 5 A basic   | B fundamental | C rudimentary | D mental   |
| 6 A fingers | B toes        | C hands       | D thumbs   |

#### Out of Job

In Britain a lot of people are out of work. Translate the following monologues into English.

#### A

Tracey Chapman is 18, and she left school a year ago. She lives in the North East, an area of high youth unemployment. She hasn't been able to find a job yet.

Мой отец просто не понимает. Он начал работать, когда ему исполнилось 15. Сейчас все по-другому, но он думает, что я должна начать приносить домой деньги. Я получаю пособие по безработице, но этого недостаточно. Я по горло сыта стоянием в очереди за ним каждый четверг. Я ненавижу то, что мне приходится просить у мамы и папы деньги. Моя мама дает мне пару фунтов на колготки время от времени, но она терпеть не может видеть меня весь день дома. Я не могу позволить себе сходить в кафе или на концерт любимой группы. На прошлой неделе Я отказалась пойти с одноклассниками в ресторан, потому что у меня не было денег, а потом пришла домой и расплакалась. Я почти бросила искать работу. Я не надеюсь найти что-нибудь подходящее. Я уже устала просматривать колонку «Вакансии» каждый день: на одну вакансию - 50 кандидатов. Сначала я планировала поехать в Лондон, но потом решила остаться, так как поняла, что я не хочу оставлять семью и друзей. В любом случае, я боюсь жить одна в большом городе. Мне говорят: « Ты должна нацеливаться поступить в институт», но я не думаю, что моим родителям удастся оплачивать мою учебу. Что вы предлагаете, я должна делать?

## B

*George Morleyis 54. Until last year he was a production manager in the textile industry. He had worked for the same company since he left school. He had a good job, a four-bed roomed house and a company car. When his company had to close because of economic difficulties, he became redundant.*

Это забавно, на самом деле, я не чувствую себя старым, но это не легко начать искать работу в моем возрасте. У меня было столько отказов. Сейчас я просто боюсь устроиться на работу. Все работодатели на 20 лет младше меня. Понимаете, мне интересно овладеть новыми навыками, но никто не хочет обучать меня. Я их понимаю. Через 10 лет мне на пенсию. Я просто устал сидеть дома. Я работал почти 40 лет и сейчас меня ужасает то, что мне нечего делать. На прежней работе мне было скучно делать одно и то же день за днем, но сейчас я был бы рад любой работе. Дело не в деньгах. Я получил хорошую компенсацию, деньги за дом выплачены, я бросил курить. Дело не в деньгах. Я просто ... хочу чувствовать себя полезным. Друзья предлагают мне бросить искать работу, но я отказываюсь следовать их совету. Чтобы Вы мне посоветовали делать?

## TEXT 4

### **To Solve Youth Unemployment Bring Employers into the Classroom**

*Reeta Roy, chief executive of the MasterCard Foundation, on tackling the skills mismatch and the need for collaboration*

How would you describe the issue of youth unemployment in the developing world? Complex, enormous, and requiring collaboration.

What are the main causes?

One issue is that despite the fact there is growth in places such as Africa, it is often uneven, and it is in particular sectors which may not necessarily create a lot of jobs. We need inclusive policies around growth. There is a big opportunity to create

jobs in agriculture and agribusiness that would have a huge impact on unemployment and also wealth generation.

The second cause can be found in education. Young people often graduate into unemployment. The often used phrase "skills mismatch" is largely because there is no real engagement between the world of education and the world of employment. A lot more work needs to be done to bring employers into the classroom so there is a clearer understanding of the skills needed in the market.

What do you see as the long-term consequences?

The consequences are now well known. We have seen unrest and dissatisfaction in different parts of the world. The most dangerous consequence of all however is the loss of hope. This has a debilitating effect on society. The young people I speak to are desperate to give back to their society and be empowered. The future is bleak without this.

Where should it sit as an issue on the international agenda?

Already when I talk to government officials it is very clear that young people and unemployment are super high on the radar. It's the same with the development banks: so much of the policy strategy is about how we address this issue of job creation. It is great that it is high on the agenda, but now we need to set targets.

What are the solutions to the crisis?

Youth engagement – it all starts with who we care about. Engaging young people is absolutely central, and more often than not, it is absent. And this is not only about listening, but involving them in processes and programme design. The second is dialogue. This needs to happen between different actors, importantly including the education sector.

Overall, we could be doing way more to share information. There are many different actors with a role to play in the story; the problem is we are all reading different parts. We don't understand the full narrative. We need to communicate and have access to the same information - what's working, what's not.

We've put a project together that offers the right skills for young people, the right connections and the right access to finance. We are starting to do this in Ghana and Uganda. However, there is not one NGO or organization that can do this on their own.

**Do you agree with the author? Why/why not?**

#### *TEXT 5*

### **Problems of Youth Unemployment in Kazakhstan and its Possible Solutions**

The social development of youth is the essential process for the developing country such as Kazakhstan. However, nowadays, it is difficult to assert that «next generation» can be considered as the self-sufficient group of people in the state. According to the International Labour Organization approximately a half of the world's population in age of 24 is unemployed. According to the Agency of Statistics of the Republic of Kazakhstan the unemployed young people (in age from 15 to 24) constitutes 5.5 % of the state's population, but, it is necessary to notice that this data

cannot be reliable because the bigger amount of unemployed people are considered as self-employed which are accounted 48% of the employed population. Recently, in Kazakhstan, it became a tendency that most of the young people are employed by their own parents as participants of a family business or financially supported by them. It can be explained by the fact that young specialists are not demanded on the labour market. The main reason for that is the lack of work experience of youth. Three years of work experience is the minimum requirement and the common condition of approximately all companies and factories where salary meets the youth's needs. Moreover, the world's economic crisis led to economical declination in companies and factories which is due to the reduction of producing and consequently, to the reduction of workers. As the result, employers prefer to have workers with work experience and who are more social stable. Additionally, for employers became indifferent presence of higher education by young employees. Every forth young man with or without the certificate of higher education is unemployed in Kazakhstan.

Such decrease in economic activity of youth might be commonly explained by increasing accessibility of secondary education. The reasons inducing young people to make a choice in favour of prolongation of getting higher education are difficulties in finding a job and uncertainty that acquisition of big volume of knowledge and skills do not raise the chances of successful employment.

Youth unemployment in Kazakhstan has its own particularities. It has arisen not due to demographic factors as in some developing countries and not as a result of overproduction as in the developed countries and even not as the result of a competition on a labour market with more qualified senior generation that sometimes takes place in modern Kazakhstan. The main reason - in the inefficient social and economic policy which main results are manufacture disorder, the termination of financing of many branches of producing, primary reduction of the workplaces providing development of spheres of production of goods in which traditionally were in the lead young (coal, building, fish) was. As one of the positive changes in social sphere of youth as the economic resource it is necessary to carry occurrence of groups of executives, bankers, small traders who involve young people in trade, intermediari, household serves, also in civil service sector.

In order to broad the scope of ability to be employed for aluminizes and giving them the opportunity to acquire experience it will be necessary to make changes in the national policy towards to the social status of youth. Firstly, we need to continue working out of special programs in which vocational training and work alternated in order to assist young people to find the first permanent job. Nowadays, there are a number of such assistance programmes in Kazakhstan. The programme «Youth practice» is the most noticeable. As the result of this programme in some regions 30% of young people was employed. Particularly, «Youth practice» is helpful for students with technical specialities. However, the bigger per cent of students who have a training at the civil services was unemployed, but received recommendations and «prestige experience» assist them to find a job in lower organizations. So, for more successful results of such programmes as the «Youth practice» we need to



advance it. Possibly, the introduction of the measures facilitating transition from study at school (college, university) to work and promoting possibilities of employment at and of vocational training will give the assurance to young people and therefore, to encourage them to choose other specialities than the most popular today: teacher, doctor, lawyer, economist. Secondly, we should consider such notion as «freelance job». In many European countries it is developed as the instrument of decreasing the unemployment among youth. To consider young people as freelance workers might be advantageous for both employers and students. Student as freelance workers can study and work in the same time; also they will be able to get a good experience and knowledge from their employers. Additionally, freelance job is convenient for young mothers because they can combine their work and childcare. Consequently, a woman can cover a part of family's expenditures which is very important for young couple. Surely, that freelance job cannot be considered as the stable work of the found of the stable income, but it will give an opportunity to young man to demonstrate oneself as a worker also, to receive a work experience and to broad the scope of friends. Moreover, at the third, our educational system is needed to be newly considered according to present requirements on the labour market. Today, some colleges and universities can offer such specialities as lawyer-economist, manager-economist, engineer- architect, but sometimes such specialities are not available for all students. We need to broad this policy and work at it hardly through researching requirements of labour markets and desires of employers. Additionally, it is necessary to mention the role of developing agriculture in relation to youth. Most of young people consider agriculture as non-prestige sector for their future. Moreover, the life standards in countryside are lower than in cities which are also not attractive for youth. That is why agricultural specialities are not popular among students. Perhaps, to attract students to agricultural sector will help to the state's economy and to assist youth to find a stable job.

So, despite of the social and economic improvement in the state the youth unemployed is still the up-date problem which needs solutions.

**1. Summarize the text.**

**2. Interview your friends/relatives seeking for a job. Record your interview and show it in the class. Discuss the answers.**

#### TEXT 6

### **Economical Socialization and Employment of Youth in Republic of Kazakhstan**

*Dr. Alexander Teslenko*

During the last 10 years modern Kazakhstan society has been in condition of systematic and structural transformation, a change of social standards and economic life. These changes are reflected upon all social classes. The most vulnerable groups of population deprived of stable status and relevant economical resources, legal and corporate support find themselves in the most difficult situation. A part of Kazakhstan should be referred to vulnerable groups. Initial theoretical and methodological grounds of this project occur from characteristics and specifics of

inclusion of different groups of youth in various social and economic processes, which now cannot be considered adequately out of the analysis of differences in everyday conditions of up-growing and socialization. New types of economic relations and social differentiation in Kazakhstan society actualize social order for systematization and revalue of theoretical and methodological approaches toward different interpretations of the youth's status on labor market. Sociological analysis of East/West European theoretical and methodological approaches to the problem of youth economic socialization, to my mind, help to overcome, its simplified understanding and form a rather comprehensive idea about variety of youth's self-identification, socio-cultural and economical practices in Kazakhstan.

Having started this research I proceed basing on the hypotheses that youth's economic socialization as a process of its accession in the society will be successful, if the society provides for adequate conditions for self-organization and self-actualization of young person on the base of recognition by them of revocable priority of a personality as a subject of social relations; here it will create structures ensuring openness and adaptability of the society to a personality given the global civilization processes and new economic condition in Kazakhstan. All these will permit holding in the focus of socio-cultural interest the most mobile and innovative social group - the youth.

Today a significant stock of theoretical knowledge has been accumulated in the scientific literature characterizing the essence of the youth socialization. At the same time, the bibliographic analysis of numerous concepts of socialization shows that there is no common whole theory of socialization; among variety of approaches, tendencies and scientific schools there can be distinguished a range of fundamental concepts of a personality socialization. Analysis of modern models of employment and international experience of implementation of social program of youth integration to labor market shows that one of the main problems of the state with market economy became a search of rational ratio between financial support, economic measures regulating population employment, and creation of condition fostering formation of the sense of social and personal responsibility of young people. Radical changes of social and professional areas have changed the conditions of social adaptation and economic behavior of the youth.

Inclusion of the youth in market and labor relations, in my opinion, closely connected with a problem of their labor orientation, with determination of their priorities, needs, life strategies, wishes and possibilities. Here, it is evidently mistaken point about direct conditionality of the pressing problems of youth employment with the absence of any vacant labor places. If this is true, the can be solved rather simply - to retire some employees providing them with beneficial pensions, quoting some work places for young people and introducing similar measures by the labor placement services will allow ensure a part of work places for young specialists. However, in this case we do not take into consideration that dominating most of work places in industry and agriculture do not meet the needs of modern youth. Thus, the problem is not only in quantity of vacant places - situation when available the youth professional potential does not meet a demand may be

partially explained by low competitiveness of the youth on labor market.

**Discuss the following question with a partner:** What is the role of economic socialization in employment?

**WATCHING VIDEO**

**BBC World News Reports on Global Youth Unemployment**

**Watch the video and answer the questions:**

1. How is unemployment affecting young people of Italy?
2. Why does the school's head teacher say that future looks bleak?
3. How do the young people of the southern Italy react to the problem?
4. Is the problem of youth unemployment universal according to Mr. Salasar?
5. What consequences will youth unemployment have in the future?

**Write an essay about your or someone else's experience on getting a job.**

### 3.4 Crime and Punishment. Human Rights

#### TEXT 1

#### Crime

**Crime is a breach of rules or laws** for which some **governing authority** can ultimately **prescribe a punishment**. Individual human societies may **define crimes** differently. Modern societies generally regard crimes as **offences** against the public or the state. The word 'crime' is generally associated with **wrongdoing** but not every type of wrongdoing is a crime. Telling lies is immoral wrong but if telling lies is put into practice resulting in physical harm to another, then such action becomes both criminal and immoral.

There are some acts which **are considered to be crimes** in one country but not in another. For example, it is a crime to have more than one wife at the same time in France, but not in Indonesia. There are quite a lot of agreements among states as to which acts are criminal. But such acts as **stealing**, physical attack or **damaging** somebody's property will be **unlawful** in all countries and the way of dealing with people **suspected of crime** may be different. Sometimes government "creates" new crimes by identifying a form of behavior and **passing a new law** to deal with it. Different societies or governments often review their ideas of what should and shouldn't be a crime. For example, race or sex discrimination hasn't been considered a crime for a long time. In recent years the Internet has grown explosively and there appeared the new crimes such as **unauthorized access** or "hacking", **copyright infringements**, child pornography, etc. **Cybercrimes** may intentionally harm the reputation of the victim; they may threaten **a nation's security** or **financial health**.

Most crimes are not reported, not recorded, not followed through, or not able to be proved. When informal relationships and sanctions are insufficient to establish and maintain a desired social order, a state may impose more strict systems of social control.

No one knows why crime occurs. The oldest theory, based on theology and ethics, is that **criminals** are perverse persons who deliberately **commit crimes** or who do so at the instigation of the devil or other evil spirits.

Since the 18<sup>th</sup> century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime on scientific, rather than theological, grounds was made at the end of the 18<sup>th</sup> century by the German physician and anatomist Franz Joseph Gall, who tried to establish relationships between skull structure and criminal proclivities. This theory, popular during the 19<sup>th</sup> century, is now discredited and has been abandoned. A more sophisticated theory — a biological one — was developed late in the 19<sup>th</sup> century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with certain recognizable hereditary physical traits.

Lombroso's theory was disproved early in the 20<sup>th</sup> century by the British criminologist Charles Goring. Goring's comparative study of jailed criminals and **law-abiding** persons established that so-called criminal types, with innate dispositions to crime, do not exist. Recent scientific studies have tended to confirm



Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's inclination toward **criminal activity**.

Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted to relate criminal behavior to natural or physical environment. His successors have gathered evidence tending to show that crimes against person, such as **homicide**, are relatively more numerous in warm climates, whereas crimes against property, such as **theft**, are more frequent in colder regions. Other studies seem to indicate that the incidence of crime declines in direct ratio to drops in barometric pressure, to increased humidity, and to higher temperature.

Many prominent criminologists of the 19<sup>th</sup> century, particular those associated with the Socialist movement, attributed crime mainly to the influence of poverty. They pointed out that persons who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to theft, **burglary**, prostitution, and other offences. The **incidence of crime** especially tends to rise in times of widespread unemployment. Present-day criminologists take a broader and deeper view; they **place the blame for** most crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, lack of privacy, inadequate play space and recreational facilities, and poor sanitation. Such conditions engender feelings of deprivation and hopelessness and are conducive to crime as a means of escape. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime.

Some theorists relate the incidence of crime to the general state of a culture, especially the impact of economic crises, wars, and revolutions and the general sense of insecurity and up rootedness to which these forces give rise. As a society becomes more unsettled and its people more restless and fearful of the future, the crime rate tends to rise. This is particularly true of **juvenile crime**, as the experience of the United States since World War II has made evident.

The final major group theories are psychological and psychiatric. Studies by such 20<sup>th</sup> century investigators as the American criminologist Bernard Glueck and the British psychiatrist William Healy indicated that about one-fourth of a typical convict population is psychotic, neurotic, or emotionally unstable and another one-fourth is mentally deficient. These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more prone to criminality. Recent studies of criminals have thrown further light on the kinds of emotional disturbances that may lead to criminal behavior.

Since the mid-20<sup>th</sup> century, the notion that crime can be explained by any single theory has fallen into disfavour among investigators. Instead, experts incline to so-called multiple factor, or multiple causation theories. They reason that crime springs from a multiplicity of conflicting and converging influences — biological, psychological, cultural, economic and political. The multiple causation explanations

seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine.

### Topical Vocabulary

**a crime** - преступление

**a breach of rules (laws)** - нарушение правил (законов)

**governing authority** - регулирующий орган

**prescribe a punishment** - назначить наказание

**to define a crime** - сформулировать понятие или состав преступления

**an offence** - правонарушение, преступление

**wrongdoing** - проступок

**to be considered to be a crime** - считаться преступлением

**to steal** - красть

**to damage** - нанести ущерб

**unlawful** - незаконный, противоправный, противозаконный

**suspected of crime** - подозреваемый в совершении преступления

**to pass a new law** - принять новый закон

**unauthorized access** - несанкционированный доступ

**copyright infringement** - нарушение авторского права

**a cybercrime** - преступление с использованием современной вычислительной и электронной техники, кибернетическое преступление

**a nation's security** - государственная безопасность

**financial health** - финансовое положение, финансовая стабильность

**a criminal** - преступник

**to commit a crime** - совершить преступление

**law-abiding** - законопослушный

**criminal activity** - преступная деятельность

**homicide** - убийство

**theft** - кража

**burglary** - кража со взломом

**incidence of crime** - преступная склонность

**to place the blame for** - возлагать вину за

**a juvenile crime** - преступление, совершенное несовершеннолетним

### 1. Answer the questions:

1. Every violation of law is a crime, isn't it?
2. Do different societies define crimes in the same way?
3. What ideas were the earliest criminological theories based on?
4. How did the biological theory develop?
5. What was Montesquieu's approach to causes of crime?
6. What views on crime predominated in the 19<sup>th</sup> century?
7. How did criminological theories develop in the 20<sup>th</sup> century?
8. What is the relationship between the mental and emotional state of a person and his or her inclinations to crime?

9. What are the latest views on the causes of crime?

**2. Render the following passage into English:**

**Преступность и ее причины**

Преступность и ее причины могут быть изучены на индивидуальном, групповом и социальном уровнях. Следовательно, им могут быть даны психологическое, социологическое и философское объяснения. Эти объяснения не противоречат друг другу, а дополняют одно другое, позволяя проанализировать причины преступности с различных сторон.

Рассматривая эту проблему на индивидуальном уровне, можно обозначить причины преступности как конфликт поведения человека с социальной средой.

Когда человек оказывается в сложной ситуации, он часто не находит решения возникших проблем и выбирает преступный путь.

Но возникает естественный вопрос: а почему личность формируется таким образом? И почему возникают проблемные ситуации, ставящие человека перед трудным выбором? Ответить на эти вопросы невозможно, если не обратиться к изучению современного общества. При этом очевидно, что в качестве причин преступности выступают и социально-экономические, и политические, и духовные факторы, тесно связанные друг с другом.

Обстоятельствами, ведущими к преступному поведению, считаются антиобщественное поведение родителей; алкоголизм, нервно-психические заболевания родителей; низкий уровень культуры в семье.

Негативными особенностями личности и поведения считаются: прежняя судимость; совершение противоправных поступков; негативное отношение к нравственным ценностям; жестокость и мстительность; пьянство, употребление наркотиков, азартные игры.

Итак, нетрудно заключить, что преступность возникает на основе взаимодействия личности и социальной среды.

***Classify the crimes***

**1. In pairs, discuss which crimes are serious and which are petty:**

*arson; bribery; burglary; drug dealing; drug possession; drunk driving; fraud; hacking; kidnapping; manslaughter; murder; pickpocketing; robbery; shoplifting; terrorism*

Serious

crimes:

\_\_\_\_\_

Petty crimes: \_\_\_\_\_

**2. Can you think of any other crimes to add to the lists?**

## ***Criminals***

### **1. Look at the table.**

<b>Crime</b>	<b>Criminal</b>	<b>What does he do?</b>
burglary	a burglar	burgles houses
pickpocketing	a pickpocket	pickpockets people
arson	an arsonist	sets buildings on fire
robbery	a robber	robs people or places
mugging	a mugger	mugs people
blackmail	a blackmailer	blackmails people
kidnapping	a kidnapper	kidnaps people
perjury	a perjurer	lies in court
fraud	a fraudster	deceives people
smuggling	a smuggler	smuggles illegal goods

### **2. Complete the sentences with appropriate words from the table above in their correct form**

- 1) Dan was caught trying to \_\_\_\_\_ cocaine into the country. He is currently serving a 5-year prison sentence.
- 2) This town is getting really dangerous. Yesterday, I was \_\_\_\_\_ in broad daylight. The attacker had a knife and took all my money.
- 3) The police are looking for the person responsible for burning down the church. They are confident they will catch the \_\_\_\_\_.
- 4) Hold on to your wallet. There are a lot of \_\_\_\_\_ on the train.
- 5) Joe was \_\_\_\_\_ on his way to work. The \_\_\_\_\_ contacted his wife and demanded a ransom of \$1 million.
- 6) James was found guilty of \_\_\_\_\_. It was obvious that he was lying under oath.
- 7) A \_\_\_\_\_ broke into my flat while I was at work and stole my entire music collection.
- 8) Do not try to hide your true income from the government. Tax \_\_\_\_\_ is a very serious crime.
- 9) Sandra is trying to \_\_\_\_\_ Tom. She says he has to pay her \$1000 or she will tell his wife about his affair.

## ***Punishments***

### **1. Look at the list of punishments below. In pairs, put them in order from 1 (most lenient) to 6 (most severe):**

*a 5-year prison sentence; a \$500 fine; a caution; community service; life imprisonment; the death penalty*

### **2. In pairs, discuss what punishments are normally given in your countries for people who are found guilty of the crimes mentioned in the section "*Classify the crimes*". For example:**

*"If you are found guilty of murder, the punishment is usually life imprisonment." / "If*



*you are caught smuggling illegal drugs, you can get a 10-year prison sentence."*

### 3. What do people do in a court of law? Study the following definitions:

**plead guilty/not guilty** - to officially state that you are guilty/not guilty of a crime

**sentence somebody** - to officially give a punishment to a person who is found guilty of a crime

**give testimony** - to tell the court what you saw/know

**reach a verdict** - to arrive at a decision about whether a person is guilty or not guilty of a crime

**acquit somebody** - to officially decide that someone is not guilty of a crime

**convict somebody** - to officially decide that someone is guilty of a crime

### 4. In pairs, match the following people with their typical functions and activities in a court of law:

- |                 |   |
|-----------------|---|
| 1) a defense    | a. argues that someone is guilty of committing a crime  |
| 2) a defendant  | b. gives testimony to the court   |
| 3) a prosecutor | c. listen to the facts/arguments, reach a verdict, convict/acquit someone who is charged with a serious crime |
| 4) a judge      | d. listens to arguments, hears evidence, deals with crimes that are not serious                               |
| 5) a magistrate | e. listens to arguments, hears evidence, sentences a guilty person  |
| 6) a witness    | f. pleads guilty/not guilty, gives testimony  |
| 7) the jury     | g. represents someone accused of a crime, argues that someone is not guilty of committing a crime             |

### Legal matters

#### 1. Complete the sentences with a preposition from the box. You will need to use two of the prepositions more than once.

*against for of on to with*

- 1) A pensioner who stabbed a would-be burglar ... has been **cleared** \_\_\_\_\_ assault.
- 2) Peter Simpson had been **charged** \_\_\_\_\_ the offence following a failed burglary at his home.
- 3) Boyle ... **pleaded guilty** \_\_\_\_\_ six counts of burglary.
- 4) Sheila Danbury was **sentenced** \_\_\_\_\_ 60 days' imprisonment \_\_\_\_\_ failing to ensure that her eldest daughter attended school regularly.
- 5) Ms Danbury's lawyer said his client would be **appealing** \_\_\_\_\_ the sentence.
- 6) Fines **imposed** \_\_\_\_\_ companies **convicted** \_\_\_\_\_ polluting the environment are insufficient.
- 7) Jerry Wexford called for tougher penalties for organizations **found guilty** \_\_\_\_\_ causing pollution.
- 8) A spokesman ... **accused** the environmentalists \_\_\_\_\_ exaggerating the extent of the problem.

**2. Complete the sentences with the appropriate noun form of the verb in capital letters. You may need to write a plural form.**

- 1) A leading politician is to **go on** \_\_\_\_\_ for fraud next week. TRY
- 2) They **denied** all \_\_\_\_\_ of money laundering. ACCUSE
- 3) Police have **made** a number of \_\_\_\_\_ in connection with the bombing. ARREST
- 4) She is being **held** by police on \_\_\_\_\_ of arson. SUSPECT
- 5) Smith **entered** a \_\_\_\_\_ of "not guilty" to tax evasion. PLEAD
- 6) He **had** several **previous** \_\_\_\_\_ for traffic offences. CONVICT
- 7) Police have **dropped** all \_\_\_\_\_ of bribery and corruption against him. CHARGE
- 8) The jury returned a guilty **verdict** and he was **given** three **life** \_\_\_\_\_ for numbers. SENTENCE

**3. Think about a well-known court case. Who was the defendant? What crime was he/she charged with? Did he/she plead guilty or not guilty? Who gave testimony? What was the verdict - did the jury acquit or convict the defendant? What sentence did the judge give?**

*Talking point*

**Discuss any of the following questions:**

1. Have you ever given testimony in a court of law?
2. Is crime a problem in your hometown or country? What are the reasons for this?
3. Do you think sentencing a criminal to prison is always an effective punishment?

*TEXT 2*

**Juvenile Delinquency**

a) Youth gangs have been a part of Los Angeles since the fifties. Back then their activities were largely confined to petty crimes and small-scale marijuana dealing. But lately the numbers of gangs have become staggering totalling from about 5,000 members to 10,000. Almost all the gangs are involved in the cocaine trade. "A typical gang might have 200 kids from 13 to 26 years of age," says Steven Strong, the L.A. Police department's detective. "Two weeks ago 30-year-old David Thompson and his wife were stopped by three armed teenagers, who rushed the couple, robbed them and then casually shot Thompson in the head. The gang members pushed the dying man's wife out of the car, got in and drove away."

b) Every night — and in many areas day and night, thousands of police cars patrol the streets of American towns. The list of crimes starts with petty crimes, goes through house-breaking, shoplifting, mug0ng to be topped by homicide. Entire neighbourhoods are terrorized by mobsters and thugs, many of them are quite young.

c) Just think about how teenagers run away from homes, their own, from caring as it seems mothers, fathers, grandmothers. Why do they choose to look and act

aggressive and tough? Take rockers who startle passers-by by the flashing lights of their roaring night motorbikes. Why do they, with their high-school background, have such a lack of thoughtfulness? Self-assertion? Then why at other people's expense?

**1. Pair work. Team up with another student, work out the reasons for juvenile delinquency as they are presented to the extract and discuss the extracts in pairs.**

**2. Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:**

1. Are juvenile offenders usually found among children from broken homes or large unhappy poor families? 2. Is being unemployed important enough reason to push somebody onto the path of crime? 3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency? 4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

## LISTENING COMPREHENSION

### Teenage Crime

#### *I. Before-listening task*

**Work in pairs and discuss.**

What punishment should the following people get?

- A ten-year-old child who has committed 8 burglaries in six months.
- A thirteen-year-old girl who has been caught shoplifting. She stole a jumper.
- A fifteen-year-old boy who went joy riding and killed an innocent pedestrian.
- An eighteen-year-old boy who mugged an eighty year old woman.

#### *II. While-listening task*

**1. Listen to part of a radio talk show where Professor Louise Green is talking about teenage crime. What solution are they using in the US?**

**2. Read the text below before you listen to the dialogue again. Then listen and fill in the gaps. Note: this is NOT a complete transcript of the conversation.**

*Presenter:* Professor Green is British, but she has worked at universities (1) ... America. Professor, is this a desperate situation?

*Professor:* It certainly is a big problem. In the States, over (2) ... million kids under 18 are responsible for serious violent crime every year. The figure is much bigger if you include nonviolent crime.

*Presenter:* What kind of crimes do teenagers usually commit?

*Professor:* There are many. Shoplifting, mugging, arson, vandalism, rape and (3) ...

*Presenter:* What can be done?

*Professor:* If a teenager is happy and communicates well, then he or she probably won't get into serious (4) ... The problems start when the kids stop communicating.

*Presenter:* Are there any other signs?

*Professor:* If, for example, a child is into violent games or is cruel to pets, parents and teachers may worry.

Perhaps they have an interest in (5) ...

*Presenter:* So how can we prevent them from committing serious crimes when they are away from us?

*Professor:* Some people think that (6) ... life in jail can help kids have a better idea of the consequences of crime. They don't go to a real jail but a boot camp.

*Presenter:* How do boot camps work?

*Professor:* Life is very hard and kids learn about the (7) ... of prison life. Kids hate boot camps and this is important. Basically it's a big (8) ... for them.

### III. After-listening task

**Work in pairs and discuss: How effective do you think boot camps would be in your country?**

## Crime Reports

### I. Before-listening task

**Look at the webpage and discuss the possible stories behind the different news headlines**

#### Latest news

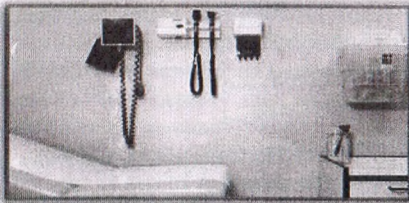
- ☼ Mayor arrested in housing corruption scandal.



- ☼ Pensioner used 'reasonable force' to defend himself.



- ☼ Computer virus causes hospital treatment delays.



- ☼ 'Polluters must pay more,' say environmentalists.



### II. While-listening tasks

**1. You are going to hear radio news reports on three of the headlines on the webpage. As you listen, match each report to a headline and write down who**



each of the following people are:

**Report 1**

Peter Simpson  
James Boyle  
David Westwood  
Anna Coleby

**Report 2**

Sheila Danbury  
Paula Banes  
Jan Stride

**Report 3**

Sally Blofeld  
Jerry Wexford  
Daniel Roberts

**2. Listen again and make notes on what is said by and/or about each of the people in Exercise 1**

**III. After-listening task**

**Work in small groups. Discuss the following statements. Give reasons for your opinions.**

- Householders should have the right to use any force they consider necessary to defend.
- Parents should be punished if their children play truant or commit other offences.
- Courts should hand out prison sentences to officials of companies which commit environmental crimes.

*TEXT 2*

**Human Rights**

Human rights are those rights that are necessary in order for us to live as human beings. Human rights give us dignity and equality. Human rights ensure that we all have adequate access to basic needs such as food and shelter. Human rights protect us from violence and abuse and work against ignorance and hatred. Human rights are inherent in all human beings and they should never be denied. Human rights are universal. They transcend borders, cultures, political ideologies, and religious beliefs. No matter where you live in the world, who your parents are, or what kind of government you have, human rights are your rights.

Human rights allow us to fully develop our human abilities. They protect our right to participate in society, to work and provide for ourselves, to practice our culture and speak our language, to live in peace, and to be free from harm. Most importantly, human rights are about respecting one another. They are about fulfilling our responsibility to ensure that no one's human rights are violated. For example, it is your right to be free from discrimination and it is your duty to not discriminate against others. When any person is denied human rights we are all affected. Recognizing that human rights are only as strong as our willingness to treat one another as equals is the first step in achieving "freedom, justice and peace in the world".

Human rights are often described as being "inalienable", "indivisible" and "interdependent":

"Inalienable" means that human rights cannot be taken away under any circumstances, including in wars or emergency situations.

“Indivisible” means that all human rights are equally important. No one can decide that certain rights matter more than others.

“Interdependent” means that when one right is abused, it has a negative impact on other rights. Similarly, when a certain right is realized, it contributes to other rights being fulfilled.

Non-discrimination is a crosscutting principle in international human rights law. The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfill human rights. The obligation to respect means that states must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires states to protect individuals and groups against human rights abuses. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

### **1. Match the following phrases to their definitions:**

1) to apply to

2) to contribute to

3) to provide for

4) to entitle

5) to ensure

6) to participate in

7) to entail

8) to refrain from

9) to interfere with

a) to involve yourself in a situation when your involvement is not wanted or is not helpful;

b) to take part in or become involved in an activity;

c) to make something certain to happen;

d) to help to cause an event or situation;

e) if a law or agreement does this, it allows it to happen or exist;

f) to give someone the right to do or have something;

g) to avoid doing or stop yourself from doing something;

h) to request something, usually officially, especially by writing or sending in a form;

i) to involve something as a necessary part or result;

### **2. Fill in the gaps with the italicized words:**

*complement; curtail; entail; equality; ignorant; inalienable; indivisible; obligations; provide; respect*

1) “Being ..... is not so much a shame, as being unwilling to learn.”

(Benjamin Franklin)

- 2) In all your landed property you must ..... for the right of redemption of the land.
- 3) The investigative journalism presented within this report is exquisite and deserves ..... from all aspiring journalists and general public alike.
- 4) ..... and inalienable rights are a hallmark of modern Western civilization and political culture.
- 5) In 2001 she moved to New York, acquiring a master's degree from Columbia University's journalism school to ..... her BA from RMIT.
- 6) The campus village will ..... a 200-bed hotel and conference center plus around 1600 households supported by a mini-village incorporating a medical center, shops, restaurant and community center.
- 7) The popular party's government also managed to sharply ..... the terrorist activities of the Basque pro-independence eta group.
- 8) The agreement we sign with partners reflects our mutual .....
- 9) Credit card or plastic money has now become an ..... part of our lives.
- 10) The idea that certain rights are natural or ..... also has a history dating back at least to the Stoics of late Antiquity and Catholic law of the early Middle Ages, and descending through the Protestant Reformation and the Age of Enlightenment to today.

### 3. Link the beginning of the phrase with its ending:

- 1) *"All men are created equal,*
- 2) *Dignity does not consist in possessing honors,*
- 3) *Nothing in the world is more dangerous than*
- 4) *The inherent vice of capitalism is the unequal sharing of blessings;*
- 5) *Man is born free,*
- 6) *If a nation values anything more than freedom, it will lose its freedom:*
- 7) *Nobody has a more sacred obligation to obey the law*

- a) *and the irony of it is that if it is comfort or money that it values more, it will lose that, too"* - W. Somerset Maugham
- b) *but in the consciousness that we deserve them"* - Aristotle
- c) *it is only men themselves who place themselves above equality"* - David Allan Coe
- d) *sincere ignorance and conscientious stupidity"* - Martin Luther King Jr.
- e) *than those who make the law"* - Sophocles
- f) *the inherent virtue of socialism is the equal sharing of miseries"* - Winston Churchill
- g) *yet he is everywhere in chains"* - Jean Jacques Rousseau

### 4. Fill in the gaps with suitable prepositions:

Human rights are a fundamental set ... entitlements or guarantees protecting individuals and groups ... actions and omissions that interfere ... fundamental freedoms and human dignity. They are inherent ... all human beings, meaning that no

human being anywhere in the world should ever be deprived ... their rights, ... any time or ... any reason. The development of human rights has its roots in the struggle ... freedom and equality everywhere in the world.

Human rights do not have to be given, bought, deserved, earned or inherited. They belong ... people simply because they are human.

Human rights are often described as being "inalienable", "indivisible" and "interdependent".

By affirming human rights in law, governments accept responsibility ... the protection of human rights. Human rights standards set out what governments must do ... the people in their territory, and also what they must not do to them. It is this entrenchment of human rights in official codes - in both national and international sets ... law - which ensures that governments are accountable to uphold them. When agents of a state fail to ensure the human rights laid out in international human rights standards, they commit human rights violations. Similar acts committed ... armed political groups or other non-state actors constitute human rights abuses.

### 5. Discuss the following ideas:

- 1) "Equality may perhaps be a right, but no power on earth can ever turn it into a fact." - Honore de Balzac
- 2) "There is nothing more frightful than ignorance in action." - Johann Wolfgang von Goethe
- 3) "The price of greatness is responsibility." - Winston Churchill
- 4) "We cannot expect people to have respect for law and order until we teach respect to those we have entrusted to enforce those laws." - Hunter S. Thompson
- 5) "Respect yourself and others will respect you." - Confucius
- 6) "This is slavery, not to speak one's thought." - Euripides

### Different Perceptions

#### 1. Discuss the question:

Are there many women business leaders in your country?

#### 2. Study the adjectives below and discuss their meaning with your teacher. Which are positive? Which are negative?

*emotional; bossy; ruthless; supportive; fair; risk-taking; bitchy*

#### 3. You are going to read about a survey on men and women business owners. Answer the questions below.

- 1) Which adjectives were used by people to describe women business owners?
  - a. ....
  - b. ....
  - c. ....
- 2) Which two adjectives were used by female business owners to describe themselves?
  - a. ....



- b. ....
- 3) Which two adjectives were used by male business owners to describe themselves?
- a. ....
- b. ....

**4. Now read the text on the next page to check your answers.**

**Perceptions of Men and Women Business Owners Differ**

*Women bosses are more likely to be called "bitchy", "emotional" and "bossy" than male bosses, according to a government study.*

*Adapted from The Independent, by Hazel Sheffield, 06 March 2015*

According to the survey of 1000 female and 500 male small business owners, more than half of respondents heard people call female bosses 'bitchy' and 'emotional' compared to just one in eight male bosses. Less than a quarter of men had been described as 'bossy' compared to almost 40 per cent of women.

Women business owners perceive themselves differently too. Over 60 per cent of female respondents said they would describe themselves as being 'supportive' and 'fair'. Men were more likely to choose qualities such as risk taking (36 per cent) and ruthlessness (26 per cent).

While perceptions of men and women differ, their priorities are the same. Two thirds of both men and women in the survey said their top three job priorities are job satisfaction, work/life balance and profit. The sexes also share the same goals - 62 per cent said they had ambitious goals for their business while 68 per cent of women and 70 per cent of men were confident about the future of their companies.

Cary Cooper, a business psychologist from Lancaster University, said that their greater emphasis on supporting others can mean women are more of an asset to the workplace than men. "The fact that women business leaders associate themselves more with positive characteristics such as being supportive and organized, actually highlights some of the reasons why I believe we need more female business leaders. These are the key management skills that will build success for the businesses of the future," Cooper said.

The UK Government has contributed 2 million pounds in funding towards supporting small businesses through mentor schemes and a media campaign. It aims to increase the number and variety of well-known female business owners in order to provide a more representative picture of female entrepreneurs.

**5. What do you remember? Put T (True) or F (False) next to each statement below.**

- 1) Male and female bosses have different job priorities.
- 2) Male and female bosses have the same goals.
- 3) Most of the women were confident about the future of their companies.
- 4) Cary Cooper believes more women bosses are needed because they are able to take risks.
- 5) The UK government wants to increase the number of female business owners.

**6. Find a word or phrase in the text which means ...**

- 1) people who take part in a survey (*plural noun, P1*)
- 2) the ways in which people are understood (*plural noun, P3*)
- 3) are different (*verb, P3*)
- 4) something or someone valuable (*noun, P4*)
- 5) given (something, such as money, goods, or time) to help (*verb -ed, P5*)
- 6) typical of a certain group (*adjective, P5*)

**7. Now look at the sentences below and find sentences or parts of sentences in the text which have the same meaning.**

- 1) There is a bigger possibility that people call women bosses 'bitchy'.  
.....
- 2) Women bosses have a different opinion about their own character.  
.....
- 3) When women business leaders think about themselves, they think that they have positive character traits.  
.....

**8. Discuss any of the following questions**

- 1) Is the situation described in the article similar in your country?
- 2) Do men and women in your country have different opportunities in business?
- 3) Does your country need more women business owners?
- 4) Who is your country's most famous female business owner?

**9. Look at the following sentence from the text:**

*More than half of respondents heard other people call female bosses "bitchy" and "emotional".*

**Now compare to this sentence:**

*I heard her knocking on the door.*

**Complete the rules below with 'part of an action' or 'a complete action'.**

With the verbs *feel, hear, notice, observe, overhear, see* and *watch*,

- 1) we can use the structure *verb + object + bare infinitive* to say that we experienced \_\_\_\_\_.
- 2) we can use the structure *verb + object + -ing* to say that we experienced \_\_\_\_\_.

**10. Complete the sentences below with the following verbs in the correct form. In some sentences, you can use '-ing' or infinitive.**

*leave; arrive; complain; drink; play; say; show; talk; tap; wait*

- 1) I finally saw her *leave/leaving* the building after working for 10 hours non-stop.
- 2) I overheard her \_\_\_\_\_ about the boss behind his back.
- 3) The manager didn't hear me \_\_\_\_\_ hello.
- 4) The secretary didn't notice me \_\_\_\_\_ in reception.
- 5) Did you hear the customer \_\_\_\_\_ about our new product?
- 6) The boss won't be happy if he sees you \_\_\_\_\_ alcohol in the office.
- 7) Did you feel me \_\_\_\_\_ you once on the shoulder?

- 8) Michael claimed to be on sick leave, but I saw him \_\_\_\_\_ football with his friends in the park.
- 9) Watch me \_\_\_\_\_ you how to deliver an effective presentation.
- 10) I didn't notice the courier company at \_\_\_\_\_ our headquarters.

## LISTENING COMPREHENSION

### *I. Before-listening task*

**You are going to hear part of a radio programme in which two people discuss how women are discriminated against in the workplace. The following words are heard in the recording. In what context do you think you'll hear them?**

*barriers; childcare facilities; flexible working hours; organizational restructuring*

### *II. While-listening task*

**Now listen to the recording. Decide whether the opinions below are expressed by only one of the speakers, or whether the speakers agree. Write C (for Claire), P (for Phillip) or B (for both) where they agree.**

1. The "glass ceiling" is a real problem for women at the workplace. \_\_\_\_\_
2. All women have enjoyed great improvements in their working lives over the last few years. \_\_\_\_\_
3. Maternity leave and childcare facilities do not help a woman get promoted. \_\_\_\_\_
4. Social factors rather than company structures are responsible for the "glass ceiling". \_\_\_\_\_
5. Businessmen feel more comfortable with male executives because they know they will be committed. \_\_\_\_\_
6. It is possible to change the way businesses work so that they can accommodate female high-ranking executives. \_\_\_\_\_

### *III. After-listening task*

**Towards the end of the recording, Claire says that the necessary changes in the way companies function can happen "swiftly, easily and safely". Should people push for social change or try to bring it about gradually? In what cases is each method appropriate?**

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Изатова А.Б., Оспанова А.К.

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## **Язык для специальных целей (уровень С1)**

для специальности  
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