

Ush 8  
7-79



# TOUCH THE FUTURE

## **UNIT!**

### **UNITED NATIONS ORGANIZATION**

#### Discussion

This unit is devoted to the UN. It explains how and when this biggest and most important international organization was established. It also explains its charter, purposes, principles, membership, structure and official languages.

1. Before reading the text try to answer the following questions for prediction:

- 1.1. Which international organization is the biggest in the world?
- 1.2. What do you know about the UN?
- 1.3. What are the responsibilities of this organization?
- 1.4. Where are the UN Headquarters located?
- 1.5. Are the recent events in Iraq in any way connected with the UN?
- 1.6. Is Uzbekistan a member of this organization? If yes, when did it join the UN?

Now you will read an extract from a book called "Basic Facts About the United Nations" (United Nations. New York. 1995). Read the text and decide whether your answers to the questions given above were right.

#### **The United Nations Organization**

1. The United Nations is the world organization established in 1945. Its role is still as important today as it was when it came into being. This is a time when the world is focusing with renewed intensity upon the role and accomplishments of the United Nations, as well as its potential for the future.

2. Over the past decades, international cooperation has brought great advances in every area of the United Nations Charter. The United Nations has invented the concept of peacekeeping. It has fostered a global understanding of human rights, and has helped

to erect international legal structures. For many of the most disadvantaged societies in the world, it has provided essential help in economic and social development.

3. Today, the end of the cold war has brought new challenges to international security and prosperity. Fierce ethnic rivalries are a menace to societies from within, and have led to terrible civilian suffering. Environmental degradation, the growing disparities between rich and poor, and the rise of global economic pressures create challenges to human welfare that defy control by individual states.

4. Building upon its half-century of experience, the United Nations is seeking ways to respond to this new situation. Peacekeeping operations now operate under greatly expanded mandates, often requiring the reconstruction of entire societies and their institutions. The international community has taken on an unprecedented degree of responsibility for human rights. New legal instruments are taking shape to protect the most vulnerable members of society caught in the midst of intra-state conflicts. The United Nations has organized a continuum of global conferences to address the most pressing new issues of development in a comprehensive and interlinked manner.

5. The United Nations is also responding to new demands for assistance in creating democratic societies. Democratization can offer vital support for the goals of the Charter in the twenty-first century. It strengthens the foundations of civil society in every dimension.

6. The name "United Nations" was devised by United States President Franklin D. Roosevelt and was first used in the "Declaration by United Nations" on January 1, 1942, during the Second World War, when representatives of 26 nations pledged their governments to continue fighting together against the Axis Powers.

7. The United Nations Charter was drawn up by the representatives of 50 countries at the United Nations Conference on International Organization, which met in San Francisco from April 25 to June 26 1945. Those delegates deliberated on the basis

of proposals worked out by the representatives of China, the Soviet Union, the United Kingdom and the United States at Dumbarton Oaks in August-October 1944. The charter was signed on June 26, 1945 by the representatives of the 50 countries. Poland, which was not represented at the conference, signed it later and became one of the original 51 Member States.

8. The United Nations officially came into existence on October 24, 1945, when the Charter had been ratified by China, France, the Soviet Union, the United Kingdom and the United States, and by a majority of other signatories. United Nations Day is celebrated on October 24, each year.

### **Comprehension check**

**I. Within your group divide into sub-groups of three or four and appoint a spokes-person in each sub-group. Discuss the text using the following questions.**

1. When was this world organization founded?
2. What are the most positive inventions of this organization?
3. The second paragraph mentions "the end of the coldwar". What do you know about it? To which war does it refer?
4. What new challenges has the end of the cold war brought to the world community?
5. What connection is there between human rights and creating a democratic society?
6. In the fifth paragraph there is the sentence, "It strengthens the foundations of civil society in every dimension". Why do we have to strengthen the foundations of civil society? What other society is this organization opposed to?

**II. Divide your group again, this time into pairs, and continue investigating the text.**

**Which paragraph(s) do the following statements refer to?**

1. The UN strengthens the civil societies and responds to emerging democratic societies.

2. New international legal structures have been erected.
3. The world community has fostered a global understanding of human rights.
4. The new century brought new challenges to international security and prosperity.
5. The concept of peace-keeping has been invented.
6. Global conferences have been organized to discuss the most pressing issues of the time.
7. The date the UN came into being is one year after the delegates' deliberations in Dumbarton Oaks.
8. Fifty countries ratified the charter.
9. The countries pledged to continue fighting together against the Axis Powers.
10. Help was rendered to disadvantaged countries.

**III.** Discuss the following statement from the text in groups of three. Take a stand "for" or "against" and try to support your view with examples from world current events. You can argue your view informally.

"Fierce ethnic rivalries are a menace to societies from within, and have led to terrible civilian suffering. Environmental degradation, the growing disparities between rich and poor, and the rise of global economic pressures create challenges to human welfare that defy control by individual States."

#### Vocabulary

There are some words in the text that form their negative meaning by means of *prefixes*. Example: disadvantaged, unprecedented

1. Using your dictionary, find other *prefixes* that are used for the same purpose. Find 10 words in the text and use the prefixes to form their negative meaning. Then learn these words by using them in sentences.

2. Is the use of such prefixes connected with particular parts of speech? If yes, then comment on which part of speech they have helped to build.

### **Grammar**

1. Most of the main finite verbs of the text are used in the present perfect tense.

Why do you think this text has given such prominence to this tense?

To help you answer this question, try working through the following tasks:

- 1) Re-write the verbs in the simple present and ask yourself what has changed in the text?
- 2) Re-write the verbs in the present continuous tense and compare the sentences to see what changes occur in the text.

In other words, this task will help you to revise the functions of the verb tenses. To help you consider this, examine the differences in meaning between the following:

- a) The United Nations invents the concept of peacekeeping.
- b) The United Nations is inventing the concept of peacekeeping.
- c) The United Nations has invented the concept of peacekeeping.

### **THE CHARTER, PURPOSES, PRINCIPLES, MEMBERSHIP, STRUCTURE AND OFFICIAL LANGUAGES OF THE UN**

The United Nations Charter is the constituting instrument of the organization, setting out the rights and obligations of member states, and establishing the United Nations organs and procedures. An international treaty, the charter codifies at the international level the major principles of international relations, from the sovereign equality of states to the prohibition of the use of force in international relations to the basic human rights to which all women and men are entitled. The preamble to the charter expresses the ideals and common aims of all the peoples whose governments joined together to form the United Nations:

**"WE THE PEOPLES OF THE UNITED NATIONS  
DETERMINED** to save succeeding generations from the scourge

of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom

"AND FOR THESE ENDS to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples,

"HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS. Accordingly, our respective governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations."

#### PURPOSES AND PRINCIPLES

The purposes of the United Nations, as set forth in the charter, are:

- to maintain international peace and security;
- to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples;
- to cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; to be a center for harmonizing the actions of nations in attaining these common ends.

The United Nations acts in accordance with the following principles:

- it is based on the sovereign equality of all its members;
- all members are to fulfill in good faith their charter obligations;

- they are to settle their international disputes by peaceful means and without endangering international peace, and security, and justice;
- they are to refrain from the threat or use of force against any other state;
- they are to give the United Nations every assistance in any action it takes in accordance with the charter, and shall not assist states against which the United Nations is taking preventive or enforcement action;
- the United Nations shall ensure that states which are not members act in accordance with these principles in so far as it is necessary for the maintenance of international peace and security;
- nothing in the charter is to authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state.

#### MEMBERSHIP

Membership of the United Nations is open to all peace-loving nations, which accept the obligations of the charter and, in the judgment of the organization, are willing and able to carry out these obligations.

New member states are admitted by the General Assembly on the recommendation of the Security Council. The charter provides for the suspension or expulsion of a member for violation of the principles of the charter, but no such action has ever been taken.

#### OFFICIAL LANGUAGES

Under the Charter, the official languages of the United Nations are Chinese, English, French, Russian and Spanish. Arabic has been added as an official language of the General Assembly, the Security Council and the Economic and Social Council.

#### **Comprehension check**

1. What kind of organization is the UN?
2. What is the purpose of setting up this organization?
3. If you know the principles of this organization, share with your class.

1.4. What are the terms of membership to the UN? What is the procedure of becoming a UN member?

1.5. What are the official languages of the UN under the charter?

1.6. What kind of document is the UN Charter? What are the obligations of the charter? Does the charter provide for the suspension or expulsion of a member-country for violation of the principles of the charter?

1.7. The UN Charter opens with a Preamble. What does the Preamble express?

### **Role Play:**

Imagine that you are a member of the United Nations Department of Humanitarian Affairs in a country that has suffered from a natural disaster. You have the following facts about emergency situation:

1. The hurricane hit the small country two days ago.
2. The major part of the country's territory is under water.
3. A big portion of the books in libraries is damaged.
4. There is a serious lack of food.
5. There is no electricity.
6. The gas and phone supply are not working.
7. About 15% of the population is now homeless.
8. There is a shortage of power-generators.
9. There is a need for art experts.
10. There is extensive damage to the buildings of the Art museum, the University and the circus.
11. There is a serious lack of shovels, rubber boots and hoses.
12. About four thousand cars are destroyed.
13. There is a shortage of chemicals to purify drinking water.
14. The streets are covered with mud.

You must send an urgent report to the UN explaining the scope of the disaster. The facts are not listed in any order of importance. Your report should contain the facts according to the order of importance.

In what order would you submit your report? How would you decide which information to include in the report and which may be left out?

### **Stylistics**

Consider the following points:

**1. The text does not contain any stylistic devices (metaphors, similes and so on).**

**Why not?**

### **Grammar**

**1. In the paragraph "Purposes and Principles" you have come across the verb "be" + to + infinitive. Why? What has changed in this part of the text? Write a short paragraph in which you explain the answer.**

**2. The following sentences are from the book "Basic Facts About the United Nations" (New York, 1995). You are asked to make short sentences out of the long sentences. Notice that in making short sentences, you have to insert pronouns, repeat noun phrases, replace deleted verbs, insert demonstrative pronouns such as "this", "that", "these", "those" and so on. This assignment is best done with a partner.**

Example:

The United Nations adopted a wide range of measures aimed at providing political, moral, and material support for the South African liberation movements recognized by the Organization of African Unity (OAU), the African National Congress of South Africa (ANC) and the Pan Africanist Congress (PAC).

a. The United Nations adopted a wide range of measures.

b. They (or these measures) were aimed at providing political, moral and material support for the South African liberation movements.

c. These measures were recognized by OAU.

d. They were also recognized by ANC and PAC.

2.1. The hostilities were halted through a truce called for by the Security Council and supervised by the United Nations Mediator, with the assistance of a group of military observers

which came to be known as the United Nations Truce Supervision Organization (UNTSO).

2.2. The General Assembly, meeting in an emergency special session, called for a cease-fire and withdrawal of those forces from Egyptian territory, and established the United Nations Emergency Force (UNEF).

2.3. An agreement on the disengagement of military forces also provided for an area of separation and for zones of limited forces and armaments on both sides of the area, and called for the establishment of a United Nations force to supervise its implementation as a result of which the Security Council decided to set up the United Nations Disengagement Observer Force (UNDOF).

2.4. In the social and human sciences, the United Nations Educational, Scientific and Cultural Organization (UNESCO) which was founded in 1946, focuses on teaching and promoting human rights and democracy, combating all forms of discrimination, improving the status of women, and encouraging action to solve the problems faced by youth, such as education for the prevention of AIDS.

3. In the above exercise you have come across abbreviated forms of word - combinations like UNESCO, UNISO, UNEF, AIDS and so on. They are called acronyms. Acronyms are formed from the initial letters or first syllables of the words that make up names. Acronyms differ from an ordinary abbreviation in that they are often pronounced as a single word. They are not a series of separate letters therefore they are written without periods. Working individually, at home, or library, find at least 30 other acronyms widely used in the English language.

4. Some parts of speech such as *verbs*, *nouns* and *adjectives* often have dependent prepositions. Put an appropriate preposition in the following gaps where necessary.

4.1. The disarmament agenda deals ... various aspects ... nuclear weapons; the cessation ... the nuclear arms race and nuclear disarmament; a comprehensive program ... the phased reduction ... nuclear weapons leading ... their complete elimination.

4.2. Over the years, prominence was given... initiatives aimed ... prohibiting all nuclear weapons tests.

4.3. The question ... giving ... non-nuclear-weapon States security guarantees ... the use or threat ... use ... nuclear weapons has been the subject ... continuing discussion, most recently ... the framework ... the Security Council.

4.4. Regional instabilities, the emergence... ethnic and religious tensions and the continuing risk ... proliferation ... both weapons ... mass destruction and conventional weapons have created a serious challenge ... international stability.

4.5. Discussions ... the Legal Subcommittee have resulted ... five legal instruments, all ... which have entered ... force.

4.6. A yearly Human Development Report, prepared ... United Nations Development Program ... an independent team of consultants, assists the international community ... developing new practical and pragmatic concepts, measures and policy instruments ... promoting people-oriented development.

**5. Read the following passage. It contains a number of grammatical errors. Correct the errors and indicate which grammatical rules have been broken.**

5.1. Natural disasters also affect a growing number of people, particularly in developing countries. The global death toll from natural disasters have rose almost tenfold since the 1960s with developing countries accounting for 90 per cent of the total. This indicates the degree to which poverty, population pressures and environmental degradation magnifies the scale of destruction.

5.2. In collaboration with other international bodies and NGOs the United Nations Department of Humanitarian Affairs (DHA) have helped launch programs aimed at improving disaster preparedness in more than 70 countries. The Department's early

warning system for natural disasters is been expanded to include information about other emergency situations.

5.3. More than 80 nations whose peoples were formerly under colonial rule have joined the United Nations as sovereign independent states since the world organization was found in 1945. The United Nations has playing a crucial role in that historic change by encourage the aspirations of dependent peoples and by setting goals and standards accelerate their attainment of independence. In the scientific and technical fields the Committee has gave priority to implementing the United Nations Program on Space Application

5.4 In the light of these developments, the convening of a third UNISPACE Conference is being discussed by the Committee and its subsidiary bodies.

it is a deliberate use of violence against civilians for political or religious ends.

What is terrorism? Is there a definition of terrorism?

Terror as a concept means "intimidating\*", but this intimidating is in great intensity and capable of creating sudden feelings of fear in individuals. There have been many definitions made regarding terror, but in the international arena, no common concept has been determined, this is because the person who is declared to be the terrorist by one side is called the warrior of freedom by the other side.

Terror as the definition, is the act of threatening, the purpose of which is to make people adopt certain points and behaviors by means of intimidation. Why are so many people involved in a difficult adventure, taking the risk of death and suffering every kind of difficult and poverty on the way to their target? The main reason lies in possessing uneven powers between them and their enemies they fight and struggle against. Thus, the impossibility of changing the system taken as a target in normal ways causes the armed struggle to be the unique solution.

Unlike the society's peaceful attitude by means of democratic persuasion and behavior, terrorism for reaching political targets, is different from traditional political crimes and methodical, organized, systematic acts of murdering, kidnapping, intimidating and destruction

Terrorism does not respect the authority of the government and its laws. It aims to use violence against, the public, in order to away the democratic authorities. It applies developed tactics fit out with destructive arms obtained by the help of some hostile foreign forces. Terrorism despises humanity and human life it is morally debassed and victimizes innocent people.

When the concept of terrorism is examined, mostly it appears to be a name given to such an action which is taken on purpose involving converged facts of violence and fear against system and peace.

### **Comprehension check.**

1. *Work in pairs. Which paragraphs do the following statements refer to?*

- 1.1. Terrorism is not an impulsive act of rage.
- 1.2. Terrorism is the weapon of the weak.
- 1.3. September 11, 2001. Airjet Crashes in the USA.
- 1.4. What makes terrorism the most 'favorable' solution to problems?
- 1.5. Terrorism means violence and fear.
- 1.6. Terrorist vs. Warrior of Freedom.
- 1.7. Man made disasters are a certain expression of evil.

2. *Work in groups of three or four to discuss:*

- 2.1. Whether or not terrorism is a new phenomenon.
- 2.2. What could be the reasons that cause people to become terrorists?

[Terrorists emerge from a society and carry out destructive activities against the society and its government. It is essential to consider the common features of a terrorist, *psychological* characteristics, *socio-cultural* environments, family background, *education*, *economic* problems and *other factors* that brought him to the path of terrorism]

2.3 Do you think global terrorism may result in a world war? If so, who are the enemies?

fTerrorism spread to the United States. If economics can be globalized, why not political violence? The two are in actual fact connected. Globalization really helps terrorists. Global economy, global information technology - all these things have wonderful benefits for terrorists and bring about the globalization of terrorism. ]

### **Vocabulary**

I. Find the appropriate words in the text corresponding to the following definitions:

- 1.1. making someone feel frightened, less confident or nervous
- 1.2. to produce or be the cause of (a state, feeling, etc.)
- 1.3. extreme lack of food for a very large number of people

- 1.4. illegally taking control of a vehicle, especially a plane, using violence or threat of violence
- 1.5. an attempt to remove a government or leader by force
- 1.6. taking someone away illegally and usually by force in order to get money for their safe return
- 1.7. to treat someone in a deliberately unfair way
- 1.8. something that you try to achieve; goal
- 1.9. a far-reaching (usually bad) effect of some action or event (usually plural)
- 1.10. intentionally hidden or kept secret, especially because it is bad
- 1.11. the murder of a famous or important person, esp. for political reasons
- 1.12. to come from different directions to reach the same point

II. Complete the sentences filling in the missing words from the previous exercise:

- 2.1 The talking heads of the media are utterly sure that the problems are deliberately created or . . . . .
- 2.2. It is very probable that the 9/11 terrorists believed their operation to be a . . . . . , and extortion plot.
- 2.3. The jet aircraft was directed like a missile toward the twin tower of the World Trade Center with the . . . . .
- 2.4. An untold number of people were . . . . on the 9/11, 2001 and disappeared into the memory hole of history.
- 2.5. None of the reasons can forgive such . . . . which brings to violence and destruction.
- 2.6. Terror means . . . . in great intensity.
- 2.7. President J. Carter said that fundamental changes are taking place in the historical policies of the U.S. as the..of the tragedy of 9/11.
- 2.8. The unbalanced sharing of income in the society is an important . . . . motive of terrorist actions.
- 2.9. The leaders of G-7. . . . in Ottawa.
- 2.10. Many people died of starvation during . . . . every year.

2.11. What could be the reason that caused . . . against civilians?

2.12. . . . of a famous politician or businessman has become a distinguishing feature of our century.

### Grammar

*Adjective Order.* Value adjectives (which indicate personal opinion) come first, followed by size, age, shape, color, origin and material.

*Epithet (various)	Size	Shape	Age	Color	Origin (nationalityXmaterial)	Substance	Gerund, etc.
8	7	6	5	4	3	2	1

e.g. A dirty small round old brown writing desk

*\*Epithets are adjectives that describe or express some characteristic of the thing referred to and that, sometimes, can be used as a nickname.*

e.g. tall, handsome, daring, well dressed

**Task 1.** Put the adjectives into a proper order.

1. The (stone white Greek old) sanctuary is circled by hills, covered with vineyards.

2. The Olympic Games of 2004 started on a ( August sunny bright) day.

3. The (fifth site's stone Christian) basilica rests on the foundations of a ( fourth century large B.C.) hotel.

4. (Archaeological Nemea's excellent) museum has windows overlooking the site.

5. The remains of the (ancient lovely stolid) Temple of Zeus stand at the center of Nemea's sacred precinct.

6. The route offered a glimpse of (Greek sleepy agricultural modern) villages.

Task 2. Read the text from the "International Herald Tribune"

about three sites in the Peloponnese, which owe their fame to their games. Use adjectives to describe these famous sanctuaries in Greece.

Every four years from 776 B.C. to A.D. 394, athletes from throughout the Greek world came to Olympia to compete for a victor's wreath of olive fronds, a prize more appropriate for a goat, as one ancient cynic remarked. For almost two hundred years, Olympia held the monopoly on the Pan Hellenic games, but during the sixth century B.C. games were founded at three other sanctuaries: Delphi (586 B.C.), Isthmia (580 B.C.) and Nemea (573 B.C.). Of the four, Delphi in central Greece was best known both then and now for its famous oracle.

Olympia, Isthmia and Nemea owed their fame to their games.

Olympia sprawls along a green valley in the northwest Peloponnese, shaded by olive, pine and poplar trees, watered by the Alpheus and Cladeus Rivers. Olympia usually smells wonderful, scented by wildflowers in the spring, and oregano, thyme, and the pine trees in the summer. It's almost impossible to believe, but this vast site went missing for more than a thousand years. Then, in 1766, the English antiquarian Richard Chandler rediscovered Olympia, and in 1875, German excavators began to unearth the monuments.

Isthmia is on the eastern side of the narrow isthmus of Corinth. The site is on the main road through the desultory village of Kyras Vrisi, on a parched plateau cut through by deep ravines. Unfortunately there is little left of the Temple of Poseidon now.

The Sanctuary of Zeus in the valley of Nemea, southwest of Isthmia, is circled by hills, many covered with the vineyards that produce excellent wines. One red wine, known as the Blood of Hercules, honors the hero who slew the Nemean lion and according to some accounts, founded the games both here and at Olympia.

If there's not enough to see at Isthmia, and perhaps too much to digest easily at Olympia, Nemea is just right. The Temple of Zeus stands at the center of Nemea's sacred precinct. Flanking it are the remains, as at Olympia, of the sports complex and administrative buildings.

## **COUNTER- TERRORISM**

### **Read a text on the measures against international terrorism. ( An extract from an Internet article )**

The threat to public safety from international terrorism has long become a major concern for the world.

On September 2001, acting under Chapter vii of the United Nations Charter (concerning threats to international peace and security), the Security Council adopted Resolution 1373 (2001), reaffirming its unequivocal condemnation of the terrorist attacks which took place in New York, Washington, D.C. and Pennsylvania on 11 September 2001, and expressing its determination to prevent all such acts.

Resolution 1373 also established the Counter-Terrorism Committee (known by its acronym: the CTC), made up of all 15 members of the Security Council. The CTC monitors the implementation of resolution 1373 by all states and tries to increase the capability of states to fight terrorism.

The CTC is committed to creating a global network of organizations working to combat terrorism

Resolution 1373 imposes binding obligations on all States, with the aim of combating terrorism in all its forms and manifestations. The resolution requires Member States to:

- Deny all forms of financial support for terrorist groups (operational paragraph [o.p.] 1a, b, c, d);
- Suppress the provision of safe haven, sustenance or support for terrorists (o.p. 2a, c, d, g, 3f, g);
- Share information with other governments on any groups practicing or planning terrorist acts (o.p. 2b, 3a, b, c);
- Co-operate with other governments in the investigation, detection, arrest and prosecution of those involved in such acts (o.p. 2b, f, 3a, b, c);
- Criminalize active and passive assistance for terrorism in domestic laws and bring violators of these laws to justice (o.p. 2e);
- Become party as soon as possible to the relevant international conventions and protocols relating to terrorism (o.p. 3d).

In December 1995, Ministers from the G-7 and Russia (G-8) countries attended a conference in Ottawa to discuss ways of combating terrorism. The conference culminated in the Ottawa Declaration, a series of «guidelines for action» intended to increase international collaboration in combating terrorism that committed member countries to:

- refuse substantial concessions to hostage-takers, ensure those responsible are brought to justice, and join existing international treaties on terrorism by the year 2000;
- promote enhanced mutual assistance of a legal nature;
- pursue measures to prevent the terrorist use of nuclear, chemical and biological materials;
- inhibit the movement of terrorists and falsification of documents;
- strengthen counter-terrorism cooperation in maritime, air and other transportation sectors;
- counter terrorist attacks against public facilities and infrastructure;
- deprive terrorists of funds, and
- increase counter-terrorism training

Another G-7 and Russia (G-8) conference took place in Paris in July, 1996.

The meeting of the G-7 in Quebec City in 2001 focused its agenda on national security.

Meeting for the first time since the tragic events of September 11, 2001, the leaders attending the June 2002 G-8 Summit in Kananaskis, Alberta discussed the many challenges of fighting terrorism. G-8 partners agreed on a set of six non-proliferation principles aimed at preventing terrorists, or those who harbor them, from acquiring or developing nuclear, chemical, radiological and biological weapons, missiles, and related materials, equipment or technologies.

International cooperation enables to analyze global terrorist trends and incidents. In the era of globalization, isolation is not the best option for a democratic country.

**Comprehension check.**

1.1. What measures were taken to prevent international terrorism ?

1.2. Name the «guidelines for action» adopted at the G-8 Ottawa Conference, Dec. 1995, to develop international consolidation in fighting terrorism.

1.3. What steps were taken by the, G-8 countries to combat terrorism?

**Group discussion.**

2.1. That the September 11 terrorist attacks changed the world has been a common refrain. What changes did it bring into the policy of the leading countries?

2.2. Terrorist groups provoked terrorist incidents in Tashkent, Uzbekistan, Tashkent on February 16, 2002. What actions did the government undertake to curb domestic terrorism?

2.3. Terrorist actions have left many concerned about the possibility of future incidents. Nevertheless, there are things you can do to prepare for the unexpected, should another emergency arise. What preparatory actions can be taken in the face of such events?

**Read a newspaper article about a Philippino truck driver taken as a hostage by Iraqi militants and discuss it in groups of 2-3.**

**Iraq: 7 More Hostages Taken After return of Phiipino truck driver,**

**(an extract from "The New York Times" article )**

The hostage freed by Iraqi militants after the Philippine government withdrew its forces from Iraq arrived home Thursday, July 22, 2004, even as the U.S. ambassador flew to Washington for consultations.

The ambassador, Francis Ricciardone, told reporters at his home that he hadn't been recalled, although he conceded that the Philippine withdrawal from Iraq would have consequences.

## **Grammar**

### **Transition words and expressions**

Transition words and expressions such as "also, furthermore, moreover, however, besides, meanwhile, thus, as a result, nevertheless, in fact, for example, by the way, in other words, that is, on the contrary, in summary, in short" are used to connect two sentences or paragraphs. They are usually set off from the rest of the clause with commas.

**Task 1.** Read the article "Iraq: 7 More Hostages Taken After Return of Philippino Track Driver". Rewrite the article using expressions of transition and necessary punctuation.

# UNIT 3

## GLOBALIZATION

### 1. Discussion

This unit is devoted to Globalization. It explains global changes in cultural, economic, social and political lives all over the world. Globalization has its advantages and disadvantages.

1. Before you get down to the text answer the following questions for predication.

1. What is globalization?
- 1.2. What advantages and / or disadvantages of globalization do you know?
- 1.3. Does globalization have a positive influence on the world process of developing? If yes, how does it influence on the process of development?
- 1.4. Who do you think support globalization and why?
- 1.5. What do you know about anti-globalizations?

2. Now you will read an extract from the text. As you read the given text decide whether your answer to the questions given above were right.

1. Globalization, comprehensive term for the emergence of a global society in which economic, political, environmental, and cultural events in one part of the world quickly come to have significance for people in other parts of world. Globalization is the result of advances in communication, transportation, and information technologies. It describes the growing economic, political, technological, and cultural linkages that connect individuals; communities, businesses, and governments around the world. Globalization also involves the growth of multinational corporations (businesses that have operations or investments in many countries) and transnational corporations (businesses that

see themselves functioning in a global marketplace). The international institutions that oversee, world trade and finance play an increasingly important role in this era of globalization. Although most people continue to live as citizens of a single nation, they are culturally, materially, and psychologically engaged with the lives of people in other countries as never before. Distant events often have an immediate and significant impact, blurring the boundaries of our personal worlds. Items common to our everyday lives - such as the clothes we wear, the food we eat, the cars we drive - are the products of globalisation.

2. Globalization has both negative and positive aspects. Some of the negative effects are the rapid spread of diseases, illicit drugs, crime, terrorism and uncontrolled migration. Among globalization's benefits are a sharing of basic knowledge, technology, investments, resources, and ethical values.

The most dramatic evidence of globalization is the increase in trade and the movement of capital (stocks, bonds, currencies, and other investments). From 1950 to 2001 the volume of world exports rose by 20 times. By 2001 world trade amounted to a quarter of all the goods and services produced in the world. As for capital, in the early 1970s only \$10 billion to \$20 billion in national currencies were exchanged daily. By the earliest part of the 21<sup>st</sup> century more than \$1.5 trillion worth of yen, euros, dollars and other currencies were traded daily to support the expanded levels of trade and investment.

Most experts attribute globalization to improvements in communication, transportation, and information technologies. For example, not only currencies, but also stocks, bonds and other financial assets can be traded around the clock and around the world due to innovation in communication and information processing.

3. Very few people, groups, or governments oppose globalization in its entirety. Instead, critics of globalization believe aspects of the way globalization operates should be changed. The debates over globalization are about what the best rules are for governing the global economy so that its advantages can grow while its problems can be solved.

On one side of this debate are those who stress the benefits of removing barriers to international trade and investment, allowing capital to be allocated more efficiently and giving consumers greater freedom of choice. With free-market globalization, investment funds can move unimpeded from where they are plentiful (the rich countries) to where they are most needed (the developing countries). Consumers can benefit from cheaper products because reduced tariffs make goods produced at low cost from faraway places cheaper to buy. Producers of goods gain because increased competition keeps sellers on their toes and allows ideas and new technology to spread and benefit others.

On the other side of the debates are critics who see neoliberal policies as producing greater poverty, inequality, social conflict, cultural destruction, and environmental damage. They say that the most developed nations - the United States, Germany, and Japan - succeeded not because of free trade but because of protectionism and subsidies. They argue that the more recently successful economies of South Korea, Taiwan, and China all had strong state-led developing strategies that did not follow neoliberalism....

4. Protests by what is called the antiglobalization movement is seldom directed against globalization itself but rather against abuses that harm the rights of workers and the environment. The question raised by nongovernmental organizations and protesters at WTO and IMF gatherings is whether globalization will result in a rise of living standards and undennine environmental regulation. One of the key problems of the 21st century will be determining to what extent markets should be regulated to promote fair competition, honest dealings, and fair distribution of public goals on a global scale.

#### Comprehension check

1. Within your group divide into sub-groups of three or four and appoint a spokesperson in each sub-group. Discuss the text using the following questions.

- 1.1. What does the term 'globalization' mean?
- 1.2. What are the most positive aspects of this movement?
- 1.3. What does globalization describe?
- 1.4. What do the terms "multinational and transnational corporations" mean?
- 1.5. Do you agree with the following statement: "Distant events often have an immediate and significant impact blurring the boundaries of our personal world"?
- 1.6. What do people or governments who oppose globalization think of globalization?
- 1.7. What negative and positive aspects of globalization do you know?
- 1.8. Name of one of the key problems of the 21<sup>st</sup> century related to globalization?
- 1.9. What regulations related to market do you know?
- 1.10. What impact does globalization have on our life? Do you like it? If, yes, why?

II. Go on working in pairs now.

Which paragraphs do the following summaries refer to?

- 2.1. Globalization is the result of advances in communication, transportation, and information technologies.
- 2.2. Although most people continue to live as citizens of a single nation, they are culturally, materially and psychologically engaged with the lives of people in other countries as never before.
- 2.3. One of the key problems of the 21<sup>st</sup> century will be determining to what extent markets should be regulated to promote fair competition, honest dealings, and fair distribution.
- 2.4. On one side of this debate are those who stress the benefits of removing barriers to international trade and investment allowing capital to be allocated more efficiently and giving consumers greater freedom of choice.
- 2.5. Most experts attribute globalization to improvements in communication, transportation, and information technologies.
- 2.6. Protests by what is called the antiglobalization movement

is seldom directed against globalization itself but rather against abuses that harm the rights of workers and the environment.

2.7. ... the most developed nations - the United States, Germany and Japan - succeeded not because of free trade but because of protectionism and subsidies.

2.8. Globalization describes the growing economic, political, technological, and cultural linkages that connect individuals, communities, businesses, and governments around the world.

III. "Distant events often have an immediate and significant impact, blurring the boundaries of our personal worlds. Items common to our everyday lives - such as the clothes we wear, the food we eat, and the cars we drive are the products of globalization."

Discuss this statement in groups of three.

Take a stand "for" and "against" and try to support your position with examples from current world events.

### **Vocabulary**

1. Some words in the text form their negative meaning by prefixes like *anti*-globalization (*anti*-), *un*impeded (*un*-).

2. What other ways of expressing negative meaning do you know?

### **Grammar**

2. Most of the main finite verbs of the text are used in the simple present (tense).

Why do you think this text has given such prominence to this tense?

To help you answer this question, try working through the following tasks:

1) Re-write the verb in the simple past and ask yourself what has changed in the text.

2) Re-write the verb in the present continuous tense and see what changes take place in the text.

## The **Institutions of Globalization**

Three key institutions helped shape the current era of globalization: the international Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO). All three institutions trace their origins to the end of World War **II** (1939-1945) when the United States and United Kingdom decided to set up new institutions and rules for the global economy. At the Bretton Woods Conference in New Hampshire in 1944, they and other countries created the IMF to help stabilize currency markets. They also established what was then called the International Bank for Reconstruction and Development (IBRD) to help finance the rebuilding of Europe after the war.

### A. World Bank

Following Europe's postwar recovery the IBRD became known as the World Bank. Its mission was redirected to help developing countries for dams and other electrical-generating plants, harbor facilities, and other large projects. These projects were intended to lower costs for private businesses and to attract investors. Beginning in 1968 the World Bank focused on low-cost loans for health, education, and other basic needs of the world's poor.

### B. International Monetary Fund

The IMF makes loans so that countries can maintain the value of their currencies and repay foreign debt. Countries accumulate foreign debt when they buy more from the rest of the world than they sell abroad. They then need to borrow money to pay the difference, which is known as balancing their payments. After banks and other institutions will no longer lend them money, they turn to the IMF to help them balance their payments position with the rest of the world. The IMF initially focused on Europe, but by the 1970s it changed its focus to the less-developed economies. By the early 1980s a large number of developing countries were having trouble financing their foreign debts. In 1982 the IMF had to offer more loans to Mexico, which was then still a developing

services, investments, and the protection of intellectual property rights, such as patents and copyrights. The United States receives over half of its international income from patents and royalties for use of copyrighted material.

### **1. Comprehension check**

**1.1.** What kind of organizations are World Bank, WTO, and IMF?

**1.2.** What is the purpose of Globalization?

**1.3.** What problems does globalization include?

**1.4.** What problem do you think has priority?

Regulating Globalization, Labor Rights, Health Issues, Environmental Issues, Cultural or National Sovereignty?

**1.5.** What does the term 'inequality' mean to you?

**1.6.** How is international terrorism and crime related to Globalization?

**1.7.** Do you think Mass media should play a great role in covering problems of Globalization? If yes, explain why?

2. imagine that you are a journalist who knows English. You are asked to write a newspaper article about problems of Globalization. What would you like to start your article with? What negative and positive aspects of Globalization would you like to discuss?

In what order would you submit your article? How would you decide which information to include in the article?

Within your group divide into sub-groups of three, and appoint a spokesperson in each sub-group. Prepare for ten minutes and then present your plan to the group.

### **Vocabulary**

#### **World - building**

In the text you have come across nouns that are made of verbs by means of different endings. Find the verbs, explain what endings have been added to them and comment if any shift of stress and change of sounds have taken place as a result of adding the endings.

stimulation	encouragement
establishment	abuses
investment	protester
violation	gatherings
globalization	regulation
consumer	promotion
destruction	diversity

### **Stylistics**

Consider the following points

The text contains a lot of syntactical stylistic devices including parallel constructions.

- a) What types of parallel construction do you know?
- b) Do you know the function of parallel construction used in the matter of fact styles?
- c) Pick examples of parallel constructions from the text and analyze them to determine whether they emphasizes diversity or contrast of ideas.

## UNIT 4

### COUNTRIES, NATIONALITIES AND CULTURE

#### I. Discussion

"We Love Our Country and Our Nation"

**1.1** How **do** you define the word "country"?

**1.2** What images does this word bring to mind?

**1.3** What is the concept of the word "nation"?

**1.4** Uzbekistan is a multinational country. How many nationalities live in Uzbekistan?

**1.5** What does the word "culture" mean to you?

II. Read the following text and have a group discussion about the content.

#### Concept of Nation

Nation is a large group of people united by a common language, ancestry, history, or culture. People often feel great loyalty to their nation and pride in their national characteristics. Such feelings of loyalty and pride are often referred to as nationalism.

In international law, nation means a group of people exercising self-government within a defined territory with the recognition of other nations. Recognition is shown by other nations through the exchange of ambassadors. When a new nation is recognized by other nations, it acquires certain rights and duties. Its rights include the right to navigate freely on the high seas.

#### Concepts of Culture

The word culture is not always used consistently in the English language, which can lead to some difficulties in establishing its scientific meaning.

When we speak of a "cultured" individual we tend to mean someone with refined tastes in music and arts, a highly educated,

well-read person who knows and appreciates the "best" attributes of his or her society.

But as a scientific term, culture refers not only to the music, literature and arts of a society, but also to all the other features of its way of life, prevailing modes of dress, routine living habits, food preferences, the architecture of houses as well as public buildings, the lay out of fields and farms, and systems of education, goverment, and law. Thus, culture is an all-encompassing term that identifies not only the mosaic of lifestyles of a people, but also their prevailing values and beliefs.

So a culture may be the total way of life of a people, but is it their actual way of life?

The study of man shows that culture is the integrated system of learned behavior patterns which are characteristic of the members of a society and which are not the result of biological inheritance. Culture is not genetically predetermined; it is non-instinctive. Culture is wholly the result of social invention, and is transmitted and maintained solely through communication and learning.

This definition raises still another question: how is culture carried over from the one generation to the next? Is this entirely a matter of learning or are certain aspects of a culture indeed instinctive and, in fact, a matter of genetics?

Culture consists of patterns, explicit and implicit, of and for behavior, and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts. The essential core of culture consists of traditional (that is historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered products of action, and on the other as conditioning elements of further action.

For our purposes it is sufficient to stipulate that culture consists of a people's beliefs (religious, political), institutions (legal, governmental) and technology (skills, equipment). This notion is a good deal broader than that of scientists who now prefer to restrict the concept to the interpretation of human experience and behavior

as products of systems of symbolic meaning. It is also important to keep in mind that definitions of this kind are never final and absolute.

Sociologists, political scientists, psychologists and historians have different requirements and would construct contrasting «operational» definitions. That is: culture is the man-made part of the environment.

Melville J Herskovits (1955)

Here are four definitions of the concept of culture given by some prominent social scientists.

1 Away of life which members of a group learn, live by, and pass on to future generations.

Ann E. Larimore, et al (1963)

2 The learned patterns of thought and behaviour characteristic of a population or society.

Marvin Harris (1971)

3 The acquired knowledge that people use to interpret experience and to generate social behavior.

James P. Spradley and David W. McCurdy (1975)

4 The sum of the morally forceful understandings acquired by learning, and shared with the members of the group to which the learner belongs.

Marc J Swartz and David Jordan (1976)

### **Comprehension Check**

**1. Work in groups of three or four to discuss the text by answering the following questions.**

#### Concept of Nation

1. What does "nation" mean in the international law?
2. How is a new nation recognized?
3. Why are people proud of their nation and country?  
(Try to speak about Alpomish, Tumaris, Spitamen.)

#### Concepts of Culture

1. How do you understand the notion of a "cultured individual"?

2. How is culture carried over from one generation to the next?
3. Culture is defined as the integrated system of learned behaviour patterns. Are they characterized by the members of a society?
4. Is it possible to predetermine culture? How is it transmitted?
5. Culture is the product of action. Do you agree?
6. Culture is the man-made part of the environment. Whose words are these and why did he say so?
7. What does culture consist of in its broader concept?

**2. Work in pairs. Share your opinions on the following facts.**

1. A person with refined tastes in music and arts is considered to be a "cultured" individual.
2. Culture is the total way of life of a people or may be their actual way of life. Do you agree?
3. Culture is carried over from one generation to the next through communication and learning.

**3. Work in groups of three or four to discuss the following topics.**

1. The problem of culture nowadays.
2. The concept of nation. A new nation is recognized by other nations.
3. Sometimes in international law a nation is called a country.
4. Is culture a matter of learning or a matter of genetics?

**Vocabulary exercise**

**I. Complete the sentences filling in the missing words from the text.**

1. Individually the word "cultured" means someone with .... taste in music and arts, a highly educated, well-read person.
2. A group of people exercising self-government within a ... territory is called a . . . .
3. Culture is the result of social invention and maintained through ... and learning.

4. The full definition of the word culture is people's beliefs institutions .... and technology. ....
5. . . . is the integrated system of learned behavior patterns.
6. On the one hand culture is the .... but on the other hand it is conditioning elements of further action.
7. Culture is not genetically ....; it is non-instinctive.
8. The exchange of ambassadors meant that... is recognized.

**II. Choose the attributes to the word "individual" by forming adjectives from the following list of words, paying attention to the combinability of words.**

Model:       cultured individual  
                  well-educated individual

well	educated	attributes
refined	to appreciate	society (sociable)
taste	highly	distinction
read	to know	to learn

**III. Fill in the blanks, while answering the question "What does culture refer to?" with the words from the text.**

1. Culture refers to.....
2. Culture refers to.....
3. Culture refers to a system of .....
4. culture consists of.....

**IV. Find the appropriate words in the text corresponding to the underlined ones, genetically as it is non-instinctive.**

1. Every country, after gaining its independence and being recognized by other countries gets certain rights and duties.
2. Culture is not the result of biological inheritance, it is the complete system of learned behaviour patterns.
3. The notion of culture can't be expressed clearly and fully by one word as it refers to all other features of its way of life.

4. It is impossible to decide culture in advance genetically as it is non-irratinctive.

5. Culture proves not only the lifestyles of people but their beliefs too.

6. The Swiss and Germans like to put their cards on the table.

### **Grammar**

Participle I and II -the function of a participle in the sentence.

Note: Participle I and II can be used as an attribute, predicative.

E. g 1) Prevailing modes of dress.

2) Developed culture.

3) Culture is not genetically predetermined.

4) You are dealing with people from so-called "low context" cultures.

Task 1. Find some more examples for Participles I and II in the texts of the unit, then write them out and discuss the function of participle.

Task 2. Give your own 5-6 examples to Participles I and II, and analyze their function.

### **Reading**

#### **Culture of Speaking and Greeting among Different Nation**

*"It's not what you say, but how you say it. Making the right impression has a language of it's own," writes Bruce Martin. Your nonverbal behavior, or body language, is very important in communicating with other people.*

This must take into account different notions of politeness, manners and social rituals. Actions speak louder than words. Saying the wrong things, eye contact, hand gestures, touching, bowing, using first names, how you eat and drink, can be a minefield for the unwary.

You first need to know whether you are dealing with people from so-called "low context" cultures, such as North America, Britain, Sweden, Switzerland and Germany, who spell things out verbally, or "high context" cultures such as France, Japan, Spain, Greece, Saudi Arabia, China and South Korea, who communicate by nuance and implication and are less dependent on the spoken word. For example, the **Swiss** and Germans like to lay their cards on the table. Talking to **a** Frenchman or a Spaniard, what is unsaid is often most important. **Low** context folk try to be more explicit.

The handshake **is** probably the most common form of greeting in the world, except **in** Japan. But even this simple gesture is fraught with complications. The British handshake is firm but used sparingly; in Italy and France, where handshaking is something of a national pastime, a gentler, kinder grip may stand you in good stead.

In Germany and Denmark you should nod your head when you shake hands as a gesture of respect. Somebody who does not know this may misinterpret it as aggression. People in Mediterranean countries sometimes tilt the head back when they shake hands. Northerners may take this for arrogance. Anglo-Saxons learn to look people in the eye. This is sometimes misinterpreted **as** aggressive or challenging behavior, especially by Orientals, for whom only **an** occasional glance into the others person's face is considered polite.

Unless you really know what you are doing, close bodily greetings are best avoided. Kissing has many pitfalls, unless you are fortunate enough to be coached by a French general. You need to know which cheek to start with. The British start with the right cheek. **In** Belgium you start with the left cheek: left, right, left. The French generally kiss twice: left, right. In some Middle East countries they kiss three or even four times - men kiss men, women kiss women. In Saudi Arabia, greetings are particularly elaborate: after shaking hands a Saudi is likely to kiss you on both cheeks then take your hand in his as a gesture of kinship.

The way other cultures like to put people at their ease can be confusing. The American use of first names as a form of instant

friendship does not always go down well in countries such as Germany, or even Britain.

The British and Americans share at least one thing: they like to break the ice with a joke, which means sometimes being thought flippant. Visiting cards should never be shoved into the pocket. Receive them with both hands: read, learn and inwardly digest the name and pecking order, and lay them out reverently on the table in front of you.

People do business with whom they feel comfortable. It comes down to sincerity and spontaneous good manners. If you are not sure how to be polite in someone else's culture, then at least be polite in your own.

English is accepted as a *lingua franca* for business travelers in most parts of the world. But obliging people to speak it when they are not completely fluent can lead to serious misunderstanding. A good compromise is for both sides to speak their own language, which may bring a dialectical, if not an entirely cultural, meeting of minds.

"You have to be very careful about humour on formal occasions," said Peter Pooley, a deputy director-general at the European Commission in Brussels. "If you make an after-dinner speech in the UK, you'll be criticised if you don't make a joke; in France you'll be criticised if you do."

"It can be quite disconcerting with simultaneous translation. You'll make a witty remark and those people listening in English laugh; then the French and Italians laugh; then there's a pause because the Dutch and Germans are waiting for the verb at the end of the sentence before they get it."

Everything can depend on the skill of the interpreter. Confusion generated by faulty translation is less hilarious. Experts recommend that both parties in a negotiation bring their own people to interpret for important discussions. It is convenient, but dangerous, to rely on the home side's interpreter, who may unconsciously represent the interest, of his or her employer.

Keep sentences short and simple, but avoid oversimplifying, and pause frequently. Avoid vague and imprecise expressions;

use visual aids; look at the person with whom you are dealing, not the interpreter; look out for signs of confusion; and keep eye contact when culturally appropriate. Finally, note that in the Far East, it is not so much "read my lips" as "read my mind".

### **Comprehension Check**

**Work in groups of three or four to discuss the text by answering the following questions.**

1. What is very important in communicating with other people?
2. What must be taken into account in communicating with other people?
3. What do you understand by "low context" culture and "high context" culture?
4. What is the most popular way of greeting in the world and why is it fraught with complications?
5. What should people know while shaking hands with somebody in Germany and Denmark?
6. How is it possible to distinguish "low context" culture from "high context" culture?
7. What is the peculiar feature of greetings in Saudi-Arabia?
8. Why is it better to avoid close bodily greetings?
9. How do the American and the British people break the ice?
10. What kind of situation causes misunderstanding and can be criticized in the U.K. and in France?
11. What do these words mean: "read my lips - read my mind"?

### **Work in pairs. Share your opinions on the following facts.**

1. Non-verbal behaviour or body language is very important in communicating with other people.
2. Speak about the differences between the two notions "low context" culture and "high context" culture, and some countries belonging to them
3. The most common way of greeting in the world is the handshake.
4. What is left unsaid is often most important in France and Spain.

5. Use the proverb "Actions speak louder than words" in conversation.

**Work in groups of three or four to discuss the following.**

1. Gesture of respect in Germany and Denmark.
2. Greetings by kissing in different countries.
3. Culture of the behavior of two sides during negotiations.
4. Anglo-Saxon's form of greetings is received as challenging and aggressive by Asian people.
5. The form of breaking the ice in some countries.

**Look at these forms of greetings and choose one or more of them that are used in your country and talk about it.**

1. Greetings by handshake
  - a. firm
  - b. kinder, gentler grip
2. Nodding the head while handshaking
3. Tilt the head back while handshaking
4. Look people in the eye.
5. Body greetings
6. Kissing
7. Bowing
8. Touching
9. Eye contact

**Working in pairs, decide which paragraphs in the text each of the following summaries refer to.**

1. Keep sentences short and simple, but avoid oversimplifying, and pause frequently.
2. If you are not sure how to be polite in someone else's culture, be polite in your own.
3. You have to be very careful about humour on formal occasion.
4. Visiting cards should be received with both hands reverently.
5. To call somebody by the first names is the form of friendship in some countries. What countries are they/ But where doesn't it go down well?

### Vocabulary

**Complete the sentences filling in the missing words or phrases from the text.**

- 1) Saying the wrong things, eye contact, hand gestures, touching, bowing, using first names . . . .
- 2) Experts recommended that both parties in a .... bring their own people to interpret for important discussion.
- 3) Actions speak louder. . . .
- 4) Using the ... is a form of close, instant friendship.
- 5) Don't use vague and imprecise expressions, look at the person with whom you are ..., not the interpreter.
- 6) It is not what **you say** but . . . .
- 7) An occasional glance into the other person's face is considered. . . .
- 8) In Saudi-Arabia greetings are particularly. . . .
- 9) One must receive the .... with both hands then it must be read, learnt and then put on the table reverently.
- 10) Asian people misinterpret Anglo-Saxon's custom of looking people in the eye as ....

**Find the equivalents of the underlined expression in the text (or in the list of expressions).**

- |                      |                             |
|----------------------|-----------------------------|
| to take into account | to nod one's head           |
| to be fraught with   | to stand smb. in good stead |
| to put smb. at ease  | to go down well             |
| to deal with smb.    |                             |

1. In Bangladesh when introduced to a man, it is customary to shake hands with him while women may merely bow the head slightly and quickly.

2. In Bahrain it is generally unacceptable for a man to greet a woman unless it is part of business protocol. So you must cause her to feel relaxed without greeting her by shaking hands.

3. In Bahrain guests usually bring a gift to the host, such as sweets or flowers. This habit has been accepted all these years.

4. Talking business during leisure hours is filled with with complications.

5. You should pay attention to the fact that it is considered polite to arrive strictly on time for both business and social engagements.

6. In Argentina the most popular topic of discussions is sports, particularly soccer. If you begin a conversation with a reference to the sport, it will be helpful to you in communicating with the Argentine.

**Here are some notes regarding points of culture and custom of various countries. You will need to take them into account when you visit these nations.**

1. Although generally informal, Danish people shake hands when introduced to strangers.

2. Bolivians often use their hands and facial expressions to communicate. Eye contact is considered essential avoiding another's eyes show lack of trust, suspicion or shyness.

3. In Bulgaria, "yes" is indicated by shaking the head side to side and "no" is expressed with one or two nods.

4. In Chile close friends and relatives greet one another with an "abrazo" (ahbratzo), a combination of handshake and hug, often supplemented with kiss.

5. In business negotiations, Brazilians enjoy conversation, jokes and getting to know each other. It is part of business negotiations, so you should take time to enjoy them

6. When meeting someone for the first time in Chili, a handshake with direct eye contact is an appropriate greeting.

7. In Fiji during business talks a drink of kava may be offered as a sign of goodwill. Refusal to drink may be taken as an insult.

8. In Finland, the guests of honor is expected to offer a toast following the meal, so it is a good idea to save your wine until then.

9. The French are very proud of their cultural heritage and way of life. They expect visitors to have some knowledge and appreciation of the French culture.

Writing

**1. Imagine you are going to European countries as a tourist. Write down some questions you would like to ask from the "Tourist Station" about these countries, including some of the following:**

way of greetings   **customs**   habits   accomodations   clothes

**2. Make a list of customs in your country (greetings, having meals, etc.) and see if they are the same as the European ones. Write an essay about it.**

e.g.: When you go to visit somebody you bring a gift. Should the gift be opened immediately or not?

**3. Write a brief report about one of the English speaking countries' culture of behavior, customs, the way of dressing, etc.**

**4. Write an essay on one of the following topics:**

a) National meals of the Uzbek people and the culture of greetings, serving the meals, receiving the guests and the culture of behavior among the guests.

b) Cultural progress of Uzbekistan which I would want to show to a foreigner (e.g.: write about the museum of applied art)

**Role play - pair work**

**1. Sometimes customs differ within one country. Talk with someone who is not a native to Tashkent. See if the customs are the same or different (weddings, serving meals, culture of behaving themselves, etc.)**

**2. Speak about some customs that are outliving their time or are still preserved.**

**3. Choose some of the customs in your country and say which of them you would like to share with others.**

**4. Choose one of the following subjects for informal conversation with friends or acquaintances. Decide which of them is suitable for discussion based on the people**

**involved, the time, and the location in which the conversation will take place.**

1. health problem
2. weather
3. salaries
4. work
5. family affairs
6. the policy of the country

**5. Try your hand at starting a casual, brief English conversation with a person next to you.**

**6. Read the information about an average Uzbek and compare it with an average American.**

1. A young man lives with his parents till he is married or sometimes ever after.
2. He mostly uses public transportation
3. He doesn't use credit cards.
4. He usually studies Russian and English as a foreign language
5. If he gets married, his parents pay for most of the wedding.

**Role play a conversation between an Uzbek and an American about daily life, marriage, education, and family life. Use the information from the comparison exercise above to guide your dialogue.**

## UNIT 5

### SETTING UP BUSINESS

**I. Before reading the unit texts try to answer the following questions and check your prior knowledge on this subject.**

1. What key activities does running a business include?
2. What factors greatly influence success in business?
3. What do you need for your office to run smoothly?
4. What do you understand by 'product space needs'? Does this require guidelines similar to those for choosing office space? If yes, Why?
5. What do you know about Internet business, and how different is it from other businesses?
6. What do managerial procedures include?

**II. Now read the text, and then answer the questions that follow.**

Running your business on a day-today basis is comprised of many different small decisions. While none of these decisions will make or break your business, they each can make a tremendous difference in how much time you have to get your "real" work done. An inefficiently designed workspace or the wrong equipment can influence how harried and tired you are in completing your primary work. For your office to run smoothly you need to have considered and put in place a good working plan for the following areas:

- office space
- office equipment
- production space
- production equipment
- daily managerial procedures
- suppliers

Given that you have done a thorough job on developing your business plan, you should have a clear idea of what equipment is needed to produce your product or service and should be able to arrange appropriate lease or purchase of that equipment. Remember to follow the procedures outlined in the managing risk step of the checklist, to assure yourself that you don't have unexpected shutdowns of production.

Production space needs will vary by what your business is, but should follow guidelines similar to those for choosing office space. Whether the office and production spaces are together or apart will be defined by the type of business and its requirements. An Internet business that offers a service may have the production space and the office space be one and the same, whereas a landscaping business may have a nursery and storage area for large machinery in one location and the place that paperwork and billing is handled in another location. Whatever the configuration, the decisions outlined for choosing the right office space are applicable for determining the right space for any of your operations.

To open your doors you need to have some basic managerial procedures in place. These procedures include anything from mail services to good organization. Since chosen suppliers are closely aligned with equipment purchases, we will examine the ins and outs of finding the right suppliers for your business more thoroughly here.

Not only finding the right suppliers for everything from your office products to your production needs are important, since they can be a major factor in your costs, but forming the right type of relationship with those suppliers is critical. What is the follow-up going to be in terms of service? How are their accounts handled? Do they provide any special services, such as restocking at regular intervals?

Additionally, you need to have backup plans should one of your suppliers all of a sudden go out of business or double its prices. It may not be critical if the paper for the Xerox is a week late in arriving, but you will definitely be stressed if it is a product that is

critical in your production process that is delayed. Keep a list of alternates in your file. You will not regret it. In fact, it wouldn't hurt to pull them out once a year and take a look at them in comparison to the suppliers you currently have. You might discover that changes have occurred that make one of your backups more attractive than your regular supplier. If nothing else, you may discover new products and / or possible relationships that could be useful in renegotiating supply relationships with the suppliers you currently have.

Now for the nitty gritty. Where do you find these suppliers? A good place to start is the professional and trade organizations for your product or service. For instance, if you have a sports related product, there are numerous sports associations that suppliers also belong to. You will find many, many resources for suppliers advertised in the magazines, publications, and on the websites for these organizations.

#### Comprehension Questions:

1. Is it difficult or is it easy to run a business? What requirements must one follow to run a business?
2. What do you understand by "following outlined procedures"?
3. What is most important in running a business smoothly: office equipment, production equipment, daily managerial procedures or suppliers? Explain your answer.
4. Why does one need to have backup plans?
5. Why is it necessary to keep a list of alternate suppliers?
6. What means of searching for suppliers is suggested in the text?

1. Read the article and compare doing business in Uzbekistan with the information given in the text about doing business in Europe.

#### Business Manners

Nobody actually wants to cause offense but, as business becomes ever more international, it is increasingly easy to get it

wrong. There may be a single European market but it does not mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and in a crowded room may require gymnastic ability if the farthest hand is to be reached.

Handshaking is almost as popular in other countries - including Germany, Belgium and Italy. But Northern Europeans, such as the British and Scandinavians, are not quite so fond of physical demonstration of friendliness.

In Europe the most common challenge is not the content of *the food, but the way you behave as you eat*. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place; after the cheese course. Unless you are prepared to eat in silence you have to talk about something - something that is, other than the business deal which you are continually cheering over in your head.

Italians give similar importance to the whole process of business entertaining. In fact in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business.

If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do - let your host pick up the bill.

There are some other cultural challenges along with the problems of doing business in a foreign language. Language, of course, is full of difficulties - disaster may be only a syllable away. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired. They can also make or break the deal.

**2. Choose proverbs, or quotations that best suit the text.**

1. When in Rome, do as Romans do.
2. Never say no.
3. Be polite all the night.
4. No pain, no gain.
5. The goals **of** the business are inseparable from the goals of the whole community. Every attempt **to** sever the organic unity of business and the community inflicts equal hardship on both.
6. All business proceeds on beliefs or judgements of probabilities, and not on certainties.
7. The man who makes an appearance in the business world, the man who creates personal interest, is the man who gets ahead. Be liked and you will never want.

**3. Discuss the following questions:**

- Which of the ideas in the article do you agree with?
- What would you tell a foreign visitor about good manners in Uzbekistan?
- How important do you think it is to know about foreign people's customs?
- What is the role of a foreign language in solving the problems of doing business?

**4. Imagine that you are invited for lunch with your future business partner. What would you do to find out what your common interests are? Which of these topics should you talk about which topics should you avoid? Explain your reasons.**

private life	customs and traditions
education	likes and dislikes
business	travel
the weather	market
religion	cars
TV	hobbies

**Group Discussion:**

- Comment on types of businesses and companies you know.
- Do you know any person who runs his own business? What kind of business does he run? What difficulties has your friend come across?

**Language Focus**

Pronunciation: Practice the pronunciation of the following words consulting a special dictionary.

liability	transferable
company	entity
increase	permanent
decrease	venture
stockholders	require
resolution	categorized
characteristics	enterprise
statutory	notary
disinterested	execution

## UNIT 6

### CHARITY AND CHARITY APPEALS

#### I. Discussion

##### 1) Answer the following questions

What do you know about charity in General?

Who or what organizations can participate in charity activities?

How can you contribute to charity activities in such a campaign?

Do you think charity differs depending on the country or religion?

Is there any difference between charity and fund raising?

##### 2) Read the text and have group discussion according to the questions given below

#### CHARITY IN UZBEKISTAN

Charity has existed in Islam, the religion characteristic to Uzbekistan, since ancient times. It was not, however, in the form of charity appeals, organizing funds or organizations involved in charity activities. It was a rule of Islam to help the poor, disabled people who couldn't cope with the difficulties of *life and were* deprived of luxury conditions. Mostly the rich helped them to feed their families, to find their place in the society.

There were times during the month of Ramadan when people visited each other to share the food they had at their disposal. Of course, there were hard times when the people had difficulty earning their living. At those times they could share a piece of bread if that's all they had. Charity played an important role in making their lives easier. It also helped to establish friendly relations between the people, to strengthen the feeling of kindness and love to each other.

Charity exists these days as well. Different organizations and funds are holding charity campaigns during the holidays. They

usually visit orphanages, rest homes for elderly people and give gifts in the form of money or different household goods. It helps to promote the building of a merciful society.

The President of the Republic of Uzbekistan declared the year 2004 "The Year to Respect Old People". Utmost attention was paid to elderly people. Social protection was provided for the elderly and different activities were organized to express respect to them

**Answer the following questions.**

What do you understand by "charity" in Uzbekistan?

Is charity similar in all countries?

What charitable activities are organised in Uzbekistan?

Who participates in charitable activities in Uzbekistan?

Do organizations or funds in Uzbekistan hold charitable activities with the purpose of fund raising?

To whom are the charitable activities in Uzbekistan directed?

Comprehension check for the text "Charily in Uzbekistan"

**Exercise 1. Answer the following questions.**

1. Does charity exist in Uzbekistan?

2. Is charity new for Uzbekistan?

3. What forms of charity do you know concerning Uzbekistan?

4. Is charity characteristic to religion only?

5. What was the reason for charity appeals in Uzbekistan?

6. Who were the main actors in charity appeals?

**Exercise 2. Work in the small groups of three or four people and discuss the following:**

What do you know about charity in Uzbekistan?

What does Islam provide for charity appeals?

**What do *people* in Uzbekistan, *mostly* Muslims, do during the month of Ramadan?**

How do they share the happiness in the month of Ramadan?

What does Islam do for the people of Muslim countries to make their lives better?

## **Charity in Ancient Christian World**

During the three centuries following the death of Charlemagne, the work of relieving the poor was steadily and rapidly transferred from the diocesan clergy to the monasteries. The demoralization of the diocesan clergy, the misappropriation of church property and revenues **by** the clergy and lords, the theory that the lords were to care for all the poor within their domains, the deflexion to some of the monasteries of tithes that formerly went to the parish clergy, the practice of giving landed endowments to the monasteries instead of to the parish churches, the humane treatment generally accorded to their tenants **by** the monks and the fact that Christian life became more and more central about the monasteries - combined to effect this transformation. Ratzinger thus describes the new and dominant position of the monasteries: "The energy of Christian life had gone over from the diocese to the monastery. The latter became the centre for rich and poor, high and low, for innocent youth and repentant age. It provided in some measure to substitute for the primitive Episcopal parish. For centuries they were the centres of all religious, charitable, and cultural activity" - that is, until the end of XV century. The orders that took the most prominent part in the work of poor-relief were the Benedictines, Cistercians, Premonstratensians, Dominicans, and Franciscans. Alms were daily distributed at monastery gate. The needy who were unable to come for a portion of this received assistance in their homes. Connected with the monasteries were hospitals for the treatment and relief of all forms of distress. In addition to their material works of charity, the monasteries did much for the improvement of social conditions and ideals. They treated their tenants and servants a great deal better than did the secular lords, and in their schools maintained a genuine equality between the children of the rich and poor. During the fourteenth and more frequently in the fifteenth century, however, many abuses got a foothold in the richer monasteries.

### **Comprehension check**

#### **1) Discuss in small groups. Answer the following questions**

1. When did charity appeals appear in the Ancient Christian world?
2. What is charity in the Ancient Christian world?
3. Is charity characteristic to Christianity only?
4. What layers of the population are covered by charity activities?
5. Was Christianity the main source for charity appeals?
6. What forms of charity existed in the Ancient Christian world?

#### **2) Work in pairs. Give your point of view on these.**

1. Christianity is the only ancient religion that dealt with charity.
2. Charity is more peculiar to Islam than Christianity.
3. Monasteries organised charity activities with the purpose of fund raising.
4. The purpose of charity is to help the poor and create good social conditions.

#### **Read the following text**

The business community has shown tremendous support following the terrorist attack of September 11, 2001. The Better Business Bureau stepped forward and offered the following advice to donators:

- Before you begin, designate someone in your business to coordinate the appeal and, if collecting donations directly, the transfer of contributions to the charity. When deciding on a charity, be sure to ask for written information. Even a new group should have information about its Board, its purpose and its programs. For proof that donations are tax deductible, ask for a copy of the group's "determination letter".
- Business that are open to the public coin canisters, display cards or ribbons in an accessible area so that customers can donate

their change to a charitable cause. If your business is asked to participate in this type of fund-raising effort, make sure the canister includes the name of the charity and a way for donors who want more information to contact the charity, such as the charity's phone number, address or web site.

• Charity-business marketing is an extremely popular method of fund-raising. In this type of appeal, a business offers a product for sale with the offer that a portion of the purchase price will be donated to a particular charity.

## VOCABULARY

**Exercise 1. Fill in with an appropriate noun or adjective form of *poor*.**

1. Monasteries helped\_\_\_\_\_and created social conditions to make their lives better.

2. They were too\_\_\_\_\_to manage living and had to go to monasteries asking for help.

3. Monks in the monasteries were to help\_\_\_\_\_people.

4. It was not difficult to find\_\_\_\_\_people during the three centuries following the death of Charlemagne.

5.\_\_\_\_\_people depended on the rich monasteries' donation to survive.

6.\_\_\_\_\_were divided into groups in the developed countries where social protection is envisaged by the government.

7. It was difficult for him to watch while\_\_\_\_\_people died of hunger.

**Exercise 2. Find antonyms of these words**

The poor - ...	Elder
Ancient times - ...	Needy
Disabled - ...	Hate -
Existing-...	Sick-
Deprived - ...	Better

Easier - ...

Rapidly

**Exercise 3. Find the appropriate words in the text corresponding to the following definitions.**

1. Activity directed to making the lives of poor people easier is called\_\_\_\_\_.
2. Clerks of the monasteries who helped the poor were mostly
3. People who were supposed to care for all the poor within their domains were\_\_\_\_\_.
4. The needy who couldn't come for a portion of the assistance were\_\_\_\_\_.
5. Place where poor people received donations\_\_\_\_\_.
6. Monasteries that were able to give more help to the poor and sick people:\_\_\_\_\_.

### **GRAMMAR**

**Exercise 1. Fill in the blank with the verb "care", "be careful" and "to take care of."**

- 1) We have to\_\_\_\_\_elderly people, who need help and the feeling of being loved.
- 2) One should\_\_\_\_\_for the poor living in the different **parts of the world.**
- 3)\_\_\_\_\_while crossing the street because of the heavy traffic.
- 4) Showing\_\_\_\_\_to other people became a tradition in Muslim countries.
- 5)\_\_\_\_\_for the eldest is specific or usual for the people of Uzbekistan.
- 6) Who will\_\_\_\_\_your grandmother if you leave for London next week?
- 7) We have\_\_\_\_\_while choosing the right charity organization to donate to.

**Exercise 2. Fill in sentences from the texts used in this unit with the right form of the auxiliary verb "to be", where necessary.**

1. The demoralisation of the diocesan clergy, the misappropriation of church property and revenues by the clergy and lords, the theory that lords\_\_\_\_\_to care for all the poor within their domains\_\_\_\_\_combined to effect this transformation.

2. The new and dominant position of the monasteries \_\_\_\_\_thus described by Ratzinger.

3. For centuries they\_\_\_\_\_the centers of all religious, charitable, and cultural activity.

4. Connected with the monasteries\_\_\_\_\_hospitals for the treatment and relief of all forms of distress.

5. Businesses that\_\_\_\_\_open to the public coin canisters, display cards or ribbons in an accessible area.

6. If your business\_\_\_\_\_asked to participate in this type of fund-raising effort, make sure the canister includes the name of the charity.

7. Charity has existed in Islam the religion which\_\_\_\_\_characteristic to Uzbekistan, since ancient times.

8. There\_\_\_\_\_times during the month of Ramadan when people visited each other to share food they had at their disposal.

9. Charity\_\_\_\_\_existing these days as well.

**Exercise 3. Give the definition (not translation) of the following words.**

- |             |                 |
|-------------|-----------------|
| 1. Orphans  | 2. Charity      |
| 3. Donation | 4. Christianity |
| 5. Islam    | 6. Monasteries  |
| 7. Rich     | 8. Religion     |
| 9. Monks    | 10. Pray        |

**Writing.**

**Exercise 1. Write an essay on charity-based activities in your country.**

**Exercise 2. Write your opinion on the month of Ramadan**

**and activities people organise during this month.**

**Exercise 3. Write short answers (3 to 5 sentences) for each question.**

1. What kind of international and local charity organizations do you know?
2. What activities do charity organizations carry out?
3. Why do charity organizations render assistance to the countries in conflict situations?
4. How do charity organizations cooperate with mass media?
5. Do you think we need charity organizations in Uzbekistan?
6. What types of contributions can you make towards charity appeals?
7. Have you ever participated in charitable activities? If so, describe the charity briefly.

## UNIT7

### WHAT MAKES A GOOD TEACHER?

#### I. Discussion.

1. What kind of teachers do students welcome?
2. Suppose you have chosen a teaching career. What kind of teacher do you want to be?
3. Is there still need for teachers in the classroom when distance learning is developing all over the world?
4. What is the role of a teacher in the learning process?

#### 1. Read the text and have a group discussion.

The answer to the question "What Makes a Good Teacher? " is not just knowledge of their subject area. We've all had teachers, especially in college, who were experts in their field but couldn't teach to save their lives. They knew the subject but couldn't communicate it to a class full of reasonably intelligent students. Understanding the subject matter is very important for any teacher but the ability to communicate that understanding to someone else - with enthusiasm, empathy and creativity - is what makes a good teacher.

How do we teach someone that ability to communicate? I don't know the whole answer but I do know it largely doesn't happen in college. Those skills are developed in the act of teaching itself and most good teachers will tell you they couldn't have done it without having a superb mentor - formal or informal - to learn from. The authors call requiring an academic degree a starting point, but I hope the people who will quote this study understand that it can **only** be a start. Good teaching is much more than knowledge of facts.

1. Why do we say that teaching with enthusiasm, empathy and creativity is very important in making a good teacher?

2. Why do some teachers know the subject well but can't communicate it to others?

3. Why do we say that understanding the subject matter is very important for any teacher?

## **II. Read the text "What Makes a Good Teacher?"**

What Makes a Good Teacher?

(extract from an Internet article by Richard P. Traina)

1. At every level of education, there is a recurrent question: What constitutes good teaching? The answer to that query is given by people, men and women of different social, economic, geographic, religious and racial backgrounds, and recounted their educational experiences. This is what they have to say about teachers whom they valued.

2. The single most notable discovery was the extraordinarily consistent pattern in the description of the good teacher. I guess I would have to say good *and memorable* teacher. There were three characteristics that were described time and again to an astonishing degree: competence in the subject matter, caring deeply about students and their success, and character, distinctive character. These attributes were evident regardless of the level of education or the subject matter being taught.

3. A command of subject matter, such that students picked up on the teacher's excitement about it, was fundamental. Where there was ease on the part of the teacher "moving around the subject," a dexterity of explanation and explication, students could feel the teacher's command of the material. That confidence was a root cause of a student's respect for the teacher, opening the student up for learning - making the student more engaged. Autobiographers frequently cited teachers whose keen understanding of the subject matter caused students to see the world differently.

4. The second characteristic seemed equally important: caring deeply about each student and about that student's accomplishment

and growth. In this instance, it began with the teacher recognizing the student as an individual who brings particular experiences, interests, enthusiasm, and fears to the classroom. It was the teacher taking time to acknowledge a student's life outside the classroom, inquiring about the family's welfare or the student's participation in an extracurricular activity. It moved to an insistence that the students take pride in his or her work, stretching each person to a level of performance that surprised and delighted the student.

5. The third attribute, distinctive character, is the most elusive one, and it gives flavor or texture to the other two. (It is likely the attribute that contributes most to making a good teacher also a memorable teacher). In almost all cases, there was something distinctive about the character of the effective teacher recalled in these autobiographies. It could be an unaffected eccentricity, a handicap or tragedy overcome, an unabashed passion for the subject, or a way of demonstrating concern for the student (although throwing chalk at or hugging a student are both outside of the "communicate lexicon" these days). In any event, there was a palpable energy that suffused the competent and caring teacher, some mark-making quality.

6.1 cannot emphasize enough how powerful this combination of attributes was reported to be. The autobiographers believed that their lives were changed by such teachers and professors. It should not be surprising that a vital bond through all levels of education should be the good teacher, the competent and caring "character".

#### Comprehension Check

1. Work in pairs. Which paragraphs do the following summaries refer to?

1.1 The competence of a teacher in the subject matter is one of the main criteria of being a good teacher.

1.2 Caring deeply about students and their success and character is the main characteristics of a teacher on all levels of education.

1.3 Distinctive character of a teacher is the most contributing feature from the pedagogical point of view.

1.4 The confidence is a root cause of a student's respect for the teacher.

1.5 The most elusive attribute of a teacher is his distinctive character.

**III. Work in groups three or four to discuss the text by answering the following questions.**

1. What constitutes a good teacher from the pedagogical point of view?

2. Why is it necessary for the teacher to be competent in the subject matter?

3. How could the students feel the teacher's good command of the material?

4. What can you say about the student's root cause of respect for the teacher?

5. Why should the teacher know about the students background? What term is used in this case to show the teacher's second criteria for being a good teacher?

**IV. Work in pairs. Share your opinions on the following facts.**

1. What's the difference between "professional learning" and just "learning"?

2. What's the meaning of the sentence "good teaching is much more than knowledge of facts"?

3. How must an effective teacher be? What kind of teacher do we call an effective teacher?

**V. Group discussion**

5.1 The problems of a teacher nowadays.

5.2 The problems of an educational system of the country.

5.3 The problems of students.

5.4 What's the advantages of a teacher being distinctive in everything he does, and says?

**Vocabulary**

**1. Find the appropriate words in the text corresponding to the following definitions.**

- 1.1 The root cause **of** a student's respect for the teacher is
  
- 1.2 A dexterity of explanation and explication and "moving easily around the subject" shows the teacher's
  
- 1.3 Memorable teachers' keen understanding of the subject matter caused students to see the world\_\_\_\_\_.
- 1.4 When a teacher is interested in the student's accomplishment and growth, it means that he is\_\_\_\_\_ about each student.
- 1.5 When a teacher cares deeply about each student's inside and outside life, it means the teacher acknowledges the student's \_\_\_\_\_ activity and class activity.
- 1.6 The third characteristics of being a good teacher is the teacher's\_\_\_\_\_.

**2. Choose the attributes to the word "teacher" by forming adjectives (when possible) from the following list of words. Pay attention to the *combinability* of a word.**

Model:

to acknowledge (smb's life) Acknowledging teacher  
life-long learner Life-long learning teacher

distinctive character \_\_\_\_\_  
to deliver (a message) \_\_\_\_\_  
master \_\_\_\_\_  
to be responsible \_\_\_\_\_  
to encourage (the students) \_\_\_\_\_  
competence \_\_\_\_\_  
child advocate \_\_\_\_\_  
care \_\_\_\_\_

### Grammar

Gerund - the function of a gerund in the sentence

A gerund can be used as a subject, object, predicate and predicative and adverbial modifier of time, purpose, or manner. Remember, however, the differences between a gerund and a verbal noun (see chart below.)

GERUND	VERBAL NOUN
1) no article, no plural form	1) an article, plural form
2) the gerund of a transitive verb takes a direct object.	2) no direct object
3) may be modified by adverbs	3) used with "of"
	4) can be used with adjectives
e.g. Understanding the subject matter is very important for any teacher.	e.g. People frequently cite teachers whose lack of understanding of the subject matter caused students to see the world differently.

Task 1: Find some more examples for gerund and verbal nouns in the texts of the unit. Write them out and discuss the differences between gerund and verbal nouns.

Task 2: Define the function of the gerund in the sentences you found in the text.

Task 3: Give your own 5-6 examples of gerund and verbal nouns. Following each example write an analysis.

**Reading:**

What makes a good teacher?

by Mark Eley

June 17,1997

I ponder this question as I look back over my 21 years as a student, and my five years as a classroom teacher. I also bring with me observations I have done of so-called "master" teachers, colleagues whose classrooms I have had the opportunity to visit. I have read research, journal articles and media articles, attended workshops, and watched videos attempting to gain strategies that would help me become a "good teacher". I think I can answer two different ways, from my head and from my heart.

My head has some very concrete descriptors of what a good teacher is. In fact, I have probably used several parts of this answer in interviews. A good teacher must first and foremost be a child advocate. Inside and outside of the classroom, a good teacher fights for what is right for children. Decisions that a good teacher makes are based primarily on how that decision will effect his or her students. This also demonstrates a certain unselfishness on the teacher's part.

Kids come first!

A second characteristics of a good teacher is their respect for others. They respect their students, and their classroom management and interactions show it. They respect the parents and community members, and are always professional in their interactions. They respect their colleagues and staff members, and do not talk about them behind their backs. A good teacher is a person of integrity.

A third characteristic of a good teacher is that of a life-long learner. They are knowledgeable in their profession and in their subject area(s), and continue to grow in that knowledge. A good teacher is well read, and makes decisions based on current research regarding best practice.

Fourth, a good teacher is a good communicator. He or she is someone who not only delivers a message well, but is also an active listener. Again, an unselfish attitude in listening to students and parents is very important.

Finally, a good teacher emphasizes that students be responsible for the own learning. They set goals together with their students, and then act as facilitators to help those students attain those goals. They celebrate successes, and encourage those still working along.

Well, at least that is what my head says. My heart replies, "Phooney!" There is a part of me that believes that the question, "What makes a good teacher? " can't be answered. Can we really define all of those things that make a good teacher? Even if I go down a checklist one hundred pages long and meet all of the criteria, will I really be "good"? Maybe we should look at what a teacher accomplishes. Would that give us a clear understanding of what a good teacher is? I believe the answer is "No".

To find (or define) a "good" teacher, we must look to individual people at individual moments in time. For example, I was a good teacher for many of my students last year, but not all. Some of those students might label me as a good teacher. Some of their parents might do the same. I, however, would not give myself that label, partly because of those students for whom I was not a good teacher.

As teachers, we must always be examining ourselves, getting feedback from students, parents, colleagues, and administrators, and coating that with an understanding that we are mere mortals, to help us find that "good teacher" in ourselves.

#### Comprehension check

##### I. Answer the following questions:

- 1.1 What is the main feature of a teacher inside and outside

the classroom? Why should the teacher fight for what is right for children?

1.2 Why should there be respect between teachers and students; teachers and parents; teachers and colleagues; teachers and staff members; teachers and community members?

1.3 What's the meaning of the expression "a life-long learner"? To whom do we apply this expression and why?

1.4 What should be the qualities of a teacher's communicative ability?

1.5 Why should a student be responsible for his own learning? What is the role of a teacher in this case?

1.6 What is your opinion about the conclusion made by the author "I was a good teacher for many of my students last year, but not all"?

**II. Find the appropriate words in the text corresponding to the following definitions.**

2.1 Teachers must study continually to refresh and upgrade their knowledge. It means they are\_\_\_\_\_.

2.2 When a teacher not only delivers the subject well but is also an active listener, it means that he is\_\_\_\_\_.

2.3 The teacher's fight for what is right for children inside and outside of the classroom is the quality of the teacher as a

2.4 Teachers who treat their students, the student's parents, their colleagues, and community members equally have

**The Blackboard**

The blackboard has turned out to be an important tool. This is where the teacher or students write simple words, draw lines and arrows, plus and minus signs. On the blackboard they are circling words, grouping them, crossing them out, constantly reorganizing them to try and make sense of the information they are given.

This is the place where discoveries are made and very often new meanings emerge. The words on the board record the ongoing analysis. Connections, similarities, contradictions, and oppositions between concepts that were unseen, or that could have gone unnoticed, become visible. Once again, a very traditional medium takes on a new role.

**Answer the following questions according to the text.**

1. How does the text describe a blackboard?
2. What does the blackboard reveal to the students and what's the function of it in the teaching process?
3. Where could the students make sense of the information they are given and what's role of a teacher in this process?

**Class Discussion**

Class discussions are a very important part of the learning process. They allow students to share (in the target language) their observations with each other, to compare their findings with those of the other students in the class. This sharing of information also allows students to discover things they had not noticed individually for the simple reason that they had not analyzed every single word or situation. Classroom interaction therefore allows students to discover emerging patterns across several reactions or even across all questionnaires and to find links between responses to, perhaps, one word, one definition, and one reaction. Students are thus positioned to collaboratively create a broader picture. Class discussions (always in the target language) also allow contradictions to emerge, and these contradictions motivate students to work toward solutions.

In large, international universities, many nationalities and cultures are brought together in the classroom. Discussions in class enable students themselves, in relation to others, to perceive similarities and differences in personal opinions and reactions within the group, and to start identifying the many and complex factors

influencing their attitudes. Students also become aware that what they say is relevant to their immediate situation and to a given context.

**Answer the following questions according to this text.**

1. Where and how do the contradictions emerge and how do the students share their observations with each other? And what do you think of the role of a teacher in this case?
2. How could the teacher help students collaboratively create a broader picture of the problem they are discussing?
3. Who and what motivates students to work out solutions?

#### **IV. Writing**

**Write an essay using one of the following titles:**

- a) "Role of the Teacher in the learning Process"
- b) "Teaching as a Professional Inborn Talent"
- d) "Why I Chose a Teaching Career"

#### **V. Role Play**

Select one student in your group to conduct a lesson. The others are the students attending the lesson (they should be more active in order to encourage each other).

The lesson is the interpretation of a literary text that your group chooses.

- 1) The student taking the part of the teacher should begin and end the lesson, guiding the other students in discussion.
- 2) discussion (all the students in the group should participate)
- 3) At the end of the lesson the students will answer questions about their role play (procedure, method, goal, difficulties, etc.)