

**K. ZHAMPEIS, B. MIZAMKHAN,  
G. ASSANOVA**

**COURSE BOOK**



# **SIXET TACILITIGAL LEXIS**

**K. Zhampeis, B. Mizamkhan, G. Assanova** **SOCIOPOLITICAL LEXIS**

**Kazakh Ablai khan University of International  
Relations and World Languages**

**K. Zhampeiis, B. Mizamkhan, G. Assanova**

**Sociopolitical Lexis**  
**Course Book**

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**The coursebook Sociopolitical Lexis (introductory and main courses)** has been designed to the university students aiming to build linguistic and intercultural competences on social and political lexicon. It is urgent necessity today to study sociopolitical terms, vocabulary, collocations due to the fact that socio-political publications cover a variety of social and political events taking place around the world: articles about the international, governmental and public organizations and political parties, military conflicts, wars, process of world globalization, nuclear arms, national issues, economic crises, etc.

The given course book covers a variety of exercises, tasks and activities which are oriented to master sociopolitical lexis and to express students' thoughts, ideas and viewpoints on social and political events that are topical in the world today.

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## PREFACE

The coursebook Sociopolitical lexis (introductory course) is designed for B2 level English students. The purpose of the coursebook is to facilitate students' mastering of their intercultural communicative competence through a multifold approach to language learning. This includes:

- improving reading and listening comprehension of mass media texts,
- providing opportunities for developing speaking and writing skills in typical mass media situations
- building up their topical vocabulary knowledge base

The coursebook consists of four units each dealing with a popular sociopolitical topic:

1. Home and foreign policy
2. International cooperation (visits, negotiations, agreements, treaties).
3. International organizations (congresses, conferences, meetings).
4. Mass Media.

The students will find abundant material for reading, speaking, listening and writing on the above topics. There is also sufficient information as well as tasks to enable students' independent work outside the classroom. The benefit of students' independent work away from the classroom will allow for more creative activities to be conducted in the classroom.

The Additional Material section of the coursebook includes the **wordlist**, transcripts of recordings/videos as well guidelines for conducting roundtable discussions, making presentations and other useful background materials.

When selecting the material and the lexical minimum of the target vocabulary for the collection, the following were used:

1. Central Asia's Affairs. Quarterly Analytical Review. Kaziss, Kazakhstan Institute for Strategic Studies under the President of the Republic of Kazakhstan. 4/2016

2. Foreign Policy Concept for 2014 – 2020 Republic of Kazakhstan// [www.mfa.kz](http://www.mfa.kz)

3. N. Nazarbayev Calls EU to Support Kazakhstan's Entry into WTO. January, 24th 2014// [www.kazinform.kz](http://www.kazinform.kz)
4. A. Bushe. European Union – largest investor in Kazakhstan. October 2nd, 2012// [eeas.europa.eu](http://eeas.europa.eu)
5. Border Management Programme in Central Asia // <http://bomca.eu/>
6. See EU strategy in Central Asia for 2007-2013: preliminary results // [www.iacentr.ru/safarihtml/shell/open/command](http://www.iacentr.ru/safarihtml/shell/open/command)
7. Usama bin Laden, Interview with Pakistani newspaper “Ummat” (Karachi), September 28, 2001.
8. “A Look Inside bin Laden’s Web of Islamic “Warriors” by Warren Richey.”
9. Political Party “Eurasia”, Official Communique About the Hostage-taking at the “Nor-Ost” musical theatre in Moscow. On behalf of the Political Council of the party “Eurasia” the leader of the party A.G. Dugin, October 24, 2002.
10. Vadim Rechkalov “Ibrashka is a little Guy” Izvestiya (no. 226 December 11, 2002).
11. Komersant newspaper (no. 224 December 10, 2002). Vladimir Kara-Murza “The Status of the Extradition of Zakaev from England.”
12. [www.breakingnews.com](http://www.breakingnews.com)

## UNIT 1. KAZAKHSTAN IN THE WORLD ARENA

### THEME 1.1. HOME AND FOREIGN POLICY

#### LEAD-IN

**1. Discuss the following questions in pairs:**

1. What springs to your mind when you hear the expressions “home policy” and “foreign policy”?
2. How would you explain the relationship between home and foreign policy?
3. What are the main issues and goals related to domestic and foreign policy?
4. What do you know about Kazakhstan and the U.S. domestic/foreign policy systems?
5. What does the US State Department do?

**1. Read the quotes below and discuss with your partner what they mean.**

**2. Draw a table on the similarities and differences of home and foreign policy system**

*<https://goo.gl/Q7WAWs>*



**“No foreign policy - no matter how ingenious - has any chance of success if it is born in the minds of a few and carried in the hearts of none”.**

**Henry Kissinger**

**“Domestic policy can only defeat us; foreign policy can kill us”.**

**John F. Kennedy**



**“Bringing democratic control to the conduct of foreign policy requires a struggle merely to force the issue onto the public agenda”.**

**Eric Alterman**

### VOCABULARY ZONE

#### 1. Match the words or terms 1-15 to the right definitions a-o.

Word/Term	Definition
1. Alliance	a. a person sent as the chief representative of his or her own government in another country
2. Allies	b. issues or concerns in one’s own country
3. Ambassador	c. a person employed or skilled in diplomacy
4. Diplomacy	d. the residence or office of a country’s ambassador
5. Diplomat	e. a government’s decisions about relationships with other countries
6. Doctrine	f. nations united with another for some common purpose such as assistance and protection
7. Domestic affairs	g. relationship between nations around the world
8. Domestic policy	h. the head of the State Department; a member of the President’s Cabinet
9. Embassy	i. an agreement or arrangement between two or more countries
10. Foreign affairs	j. a union between nations for assistance and protection
11. Foreign policy	k. issues or concerns about other countries around the world
12. International relations	l. the federal department in the government that makes foreign policies; part of the executive branch of the federal government
13. Secretary of state	m. the work of keeping good relations between the governments of different countries
14. Treaty	n. a government’s decisions about issues within the country
15. State department	o. the principles in a system of belief

**2. Look at the expressions below and based on your background knowledge explain their meaning:**

- 1) economic growth
- 2) foreign partnerships and cooperation
- 3) a slowdown in exports
- 4) a significant progress
- 5) eligible for investment
- 6) energy efficiency

**3. Read each example below and decide if it is a *domestic policy* – addresses issues at home or a *foreign policy* – addresses issues around the world. Label each with a “D” or/and “F”.**

\_\_\_\_\_1. The government wants to make sure students are learning what they should be, so it requires standardized testing in certain grades.

\_\_\_\_\_2. The government operates national parks in different parts of the country.

\_\_\_\_\_3. The government is allied with countries around the world, which means they are partners and look out for each other’s interests.

\_\_\_\_\_4. The government provides help to other countries when natural disasters, like earthquakes, occur.

\_\_\_\_\_5. The countries of the world meet to decide how to handle climate change, and the government plays a role in the talks.

\_\_\_\_\_6. The government is attacked, and the President, in his role as Commander-in-Chief, calls on the state military to defend the government by attacking the other country.

\_\_\_\_\_7. The government decides how much money people must pay in taxes.

\_\_\_\_\_8. The government cleans up land and water areas that are severely polluted.

\_\_\_\_\_9. The government makes an agreement with specific countries that none of them will attack each other.

\_\_\_\_\_10. The government enforces federal laws and sends convicted criminals to jail.

### **FOCUS ON SPEAKING**

**1. A. In groups of three or four study the political cartoon below and discuss the following questions:**

- What do you think is going on in this cartoon?

## UNIT 1. KAZAKHSTAN IN THE WORLD ARENA

- What is the issue on which it is focusing?
- How do you know?
- What is the relationship between domestic and foreign policy in this cartoon?



### B. Share your views with the rest of the group.

<https://goo.gl/4oe4bC>



### 2. Analyze the statements below and comment on them.

According to the Foreign Policy Concept of the Republic of Kazakhstan for 2014-2020, the strategy represents a system of fundamental views on the principles, approaches, aims, priorities and tasks of foreign policy for the Republic of Kazakhstan. For instance,

- Kazakhstan is interested in a politically stable, economically sustainable and safe development of Central Asia

- The Republic of Kazakhstan puts a priority on the development of the humanitarian dimension of foreign policy

- In the process of fulfillment, the task on strengthening regional and global security, Kazakhstan develops amiable and predictable relations with all countries of the world and the alliances they forge

**3. Based on the statements above think about the main priorities and tasks that Kazakhstan is going to achieve and speculate on them by your own understanding. Use the appropriate vocabulary.**

**4. Compare and contrast the US and Kazakhstan home and foreign policy systems. Draw a table.**

### FOCUS ON READING

#### Text 1. Ten Things You Should Know About U.S. Foreign Policy

##### Pre-reading activity

##### 1. K-W-L chart

A. Before reading the text “*Ten Things You Should Know About U.S. Foreign Policy*”, fill in the “K” column to share “What do you know about the topic?”, then fill in the “W” column “What do you want to know about the topic?”. After having read the article check your knowledge by filling the “L” column to know “What did you learn about the topic?”

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

www.english.com

**B. Answer the questions:**

- 1) Look at the headline of the text below. What do you think the text is about?
- 2) Scan the text and try to guess the meanings of all the unknown words.

**While-reading activity**

**1. Write out all the specific words/terms that are related to the main subject and look up their definitions. Give their Kazakh/Russian equivalents.**

*Ten Things You Should Know About U.S. Foreign Policy*

**U.S. DEPARTMENT OF STATE BUREAU OF PUBLIC AFFAIRS**

What does the U.S. Department of State do for the American people with regard to foreign policy? With just over one percent of the entire federal budget, it has a huge impact on how Americans live and how the rest of the world engages with America.

*The State Department's main goals are:*

- 1) *advancing U.S. national security*
- 2) *promoting our economic interests*
- 3) *reaffirming our country's exceptional role in the world*

For example:

**1. We create American jobs.** We directly support 20 million U.S. jobs by promoting new and open markets for U.S. firms, protecting intellectual property, negotiating new U.S. airline routes worldwide, and competing for foreign government and private contracts.

**2. We support American citizens abroad.** In 2014, we provided emergency assistance to U.S. citizens in countries experiencing natural disasters or civil unrest. We assisted in 6,537 international adoptions and worked on more than 1,300 child abduction cases -- resulting in the return of over 374 American children.

**3. We promote democracy and foster stability around the world.** Stable democracies are less likely to pose a threat to their neighbors or to the United States. In South Sudan, Libya and many other countries we worked through various means to foster democracy and peace.

**4. We help to make the world a safer place.** Under the New START (Strategic Arms Reduction) Treaty, we are reducing the number of deployed

nuclear weapons to levels not seen since the 1950s. Our nonproliferation programs have destroyed stockpiles of missiles, munitions and material that can be used to make a nuclear weapon. The State Department has helped more than 40 countries clear millions of square meters of landmines.

**5. We save lives.** Strong bipartisan support for U.S. global health investments has led to worldwide progress against HIV/AIDS, tuberculosis, malaria, smallpox and polio. Better health abroad reduces the risk of instability and enhances our national security.

**6. We help countries feed themselves.** We help other countries plant the right seeds in the right way and get crops to markets to feed more people. Strong agricultural sectors lead to more stable countries.

**7. We help in times of crisis.** From earthquakes in Haiti, Japan and Chile to famine in the Horn of Africa, our dedicated emergency professionals deliver assistance to those who need it most.

**8. We promote the rule of law and protect human dignity.** We help people in other countries find freedom and shape their own destinies. Reflecting U.S. values, we advocate for the release of prisoners of conscience, prevent political activists from suffering abuse, train police officers to combat sex trafficking and equip journalists to hold their governments accountable.

**9. We help Americans see the world.** In 2014, we issued 14.1 million passports and passport cards for Americans to travel abroad. We facilitate the lawful travel of international students, tourists and business people to the U.S., adding greatly to our economy. We keep Americans apprised of dangers or difficulties abroad through our travel warnings.

**10. We are the face of America overseas.** Our diplomats, development experts, and the programs they implement are the source of American leadership around the world. They are the embodiments of our American values abroad. They are a force for good in the world.

*<https://goo.gl/UkHGh2>*



### **Post-reading activity**

**1. After reading, cite specific examples from the text that explain each of the ten items about the U.S. State Department by listing the item number and summarizing the evidence. Once you have**

completed the reading and listed your evidence, write a statement in the “Summary Statement” box that summarizes what you think the U.S. State Department does.

Item #	Summary of Text	Domestic connection
<b>Summary statement</b>		

**2. Find and bring articles on the topic discussed in the text and share opinions with your groupmates.**

**3. Express your attitude towards the facts mentioned in the text.**

**Text 2. Ethnic Harmony and Multi-Vector Foreign Policy Key to Kazakhstan’s Stability, Development**

### **Pre-reading activity**

#### **1. Discuss the questions before reading the whole text:**

- 1) Look at the headline of the article and discuss with your partner what issues the article will deal with.
- 2) What do you know about the development of domestic and foreign policy system of the Republic of Kazakhstan?
- 3) Hypothesize on the main goals and priorities of the strategy “Kazakhstan 2050: the culture of peace, spirituality and harmony.” What do you know about it?
- 4) After looking at the headline, make up some questions you think this article might answer.

### **Ethnic Harmony and Multi-Vector Foreign Policy Key to Kazakhstan’s Stability, Development**

On April 18, the 21<sup>st</sup> session of the Assembly of the People of Kazakhstan chaired by President Nursultan Nazarbayev took place in Astana.

The theme of the session was “Strategy “Kazakhstan 2050: the culture of peace, spirituality and harmony.” The session was attended by members of the Assembly, members of the government and the Kazakh Parliament, heads of political parties, religious groups, representatives of science and academia, media and foreign guests.

The key message of the opening speech by the President was on the stability and unity of Kazakhstan’s society. The harmonious development of a multi-ethnic Kazakhstan is the essential factor in achieving the developmental goals set forth in Strategy 2050.

Indeed, we witness how wise and deft management of a multicultural society that provides equality before the law, freedom of religions and languages, plays a crucial role in social stability that translates into sustainable economic development. President Nazarbayev reiterated during the session that there are no preferences in Kazakh law based on ethnic, religious or national characteristics. All people of Kazakhstan are equal before the law.

In Kazakhstan, representatives of multiple nationalities live together and have equal access to all social services. Kazakhstan’s multi-ethnic society has a long history: during Soviet times, representatives of various nationalities, including Russians, Ukrainians, Germans, Turkish and Koreans, under



different circumstances moved to Kazakhstan. In his speech, President Nazarbayev focused on Kazakhstan's path toward its multinational society: from the past when different nationalities were initially united under the pressures of World War II and later while implementing the grandiose plans of the Soviet economy. At present, Kazakhstan's people not only strengthen inter-ethnic dialogue, but also learn how to benefit from the richness of the country's vast variety of national customs, literature and traditions. In near future, the President called for additional measures to strengthen the Kazakh model of tolerance and harmony. He said the Assembly needs to support the work of ethnic and cultural groups and Kazakhstan's culture as a whole.

Sadly, recent events in Ukraine, which, according to the President, "could not be heard of without pain in the soul," display how inter-ethnic discord may not only be detrimental to development, but bring grief to many Ukrainian families and threaten the country's future. According to the President, inter-ethnic relations, civil equality and language policies cannot be a matter of political games. One cannot ignore these values or use them in a struggle for power. "Everyone must understand that there is a thin line that separates chauvinism and nationalism from outright neo-fascism," President Nazarbayev said.

The unity of Kazakhstan's society is a key factor in the implementation of Strategy 2050, while at the same time the strengthening of peace and unity is the key outcome of the implementation of the developmental plan.

As all countries' domestic and foreign policies are closely intertwined, Kazakhstan's domestic multi-ethnicity goes hand-in-hand with its multi-vector foreign policy. In his speech at the session, the President reiterated that Russia, Central Asian countries and China are neighbors of Kazakhstan; this is why Kazakhstan will always maintain amiable relations with those countries.

The recent meetings at the Nuclear Security Summit in the Hague allowed Kazakhstan to advance bilateral relations and discuss pressing issues on the international agenda, including the situation in and around Ukraine.

As the Foreign Minister of Kazakhstan, Erlan Idrissov, wrote recently, in the Hague "global leaders both appreciated Kazakhstan's balanced position in the current complicated and contentious circumstances and sought advice from the Kazakh leader given his vast experience in international politics and the respect he enjoys from all sides."

According to the foreign minister, “Recent foreign policy developments, including top-level meetings and visits, have once again demonstrated the critical importance of Kazakhstan’s multi-vector foreign policy. Remaining true to the fundamental principles and values of this well-established doctrine is the only viable option for a country such as ours.”

Kazakhstan has maintained peace and harmony in a society that brings together more than 100 ethnic groups and almost 20 religions. It has built up and maintained mutually beneficial relations with all countries, both near and far. And it has managed to reform its economy by and large and ensure the sustainable growth of the living standards for its population.

This has been Kazakhstan’s recipe for success in the first 22 years of its independence. Policy directions coming from the country’s leaders indicate they intend to stay true to such a course. While there are numerous voices in the society openly challenging the wisdom of such policies, and proposing, for example, to draw down the level of cooperation with Russia, the overwhelming majority of the people in Kazakhstan seems to be firmly supportive of this course of actions and policies, though. And it would be only wise for them, and, in fact, for all of Kazakhstan’s foreign partners, to support it firmly, too, as this would benefit all.

<https://goo.gl/AkqjkY>



### **While-reading activity**

**1. Read the article and say whether these sentences are true (T) or false (F):**

- a) The key message of the opening speech by President N. Nazarbayev is on the stability and unity of Kazakhstan’s society. T / F
- b) In Kazakhstan, representatives of multiple nationalities live together but they do not have equal access to all social services. T / F
- c) Foreign nations think Kazakhstan’s people strengthen only inter-ethnic dialogue. T / F

- d) Recent events in Ukraine display how inter-ethnic discord may bring grief to many Ukrainian families and threaten the country's future. T / F
- e) According to the President of Kazakhstan inter-ethnic relations, civil equality and language policies cannot be a problem of political games. T / F
- f) Unfortunately, Kazakhstan's domestic multi-ethnicity goes backward with its multi-vector foreign policy. T / F
- g) Kazakhstan managed to reform its economy as a whole and ensure a steady increase in the standard of living for its population. T / F

**2. Write out all proper names given in the text and explain them.**

**3. Synonym match: Match the following synonyms from the article:**

- |                  |                   |
|------------------|-------------------|
| a) key           | 1) cross-cultural |
| b) harmonious    | 2) harmful        |
| c) sustainable   | 3) accommodating  |
| d) detrimental   | 4) valuable       |
| e) domestic      | 5) crucial        |
| f) amiable       | 6) supported by   |
| g) contentious   | 7) internal       |
| h) fundamental   | 8) controversial  |
| i) beneficial    | 9) balanced       |
| j) multicultural | 10) basic         |

**4. A) Copy out all the specific words/terms that are connected with the main subject and find out their definitions.**

**B) Find out the appropriate Kazakh/Russian equivalents to the expressions from the article that are given below:**

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1. The key message                  | 6. Political games               |
| 2. The harmonious development       | 7. Multi-vector foreign policy   |
| 3. Multi-ethnic country             | 8. Bilateral relations           |
| 4. Sustainable economic development | 9. Top-level meetings and visits |
| 5. Inter-ethnic dialogue            | 10. Fundamental principles       |

**Post-reading activity**

**1. Write a summary of the article expressing your attitude towards the facts mentioned in the article.**

**2. In groups of 3-4 speak on the main issues discussed in the article. Say whether you agree or disagree with them.**

**Text 3. Kazakhstan at a glance**

**Pre-reading activity**

**1. Read the headline of the text and try to guess what the main issues are.**

**2. Discuss the following questions with a partner:**

1) What do you know about the economic development of the Republic of Kazakhstan?

2) Have you ever heard about “*Kazakhstan 100 Steps development program*”? Try to guess the main goals of the program.

3) After speculating on the headline, make up some questions you think this article might answer.

**While-reading activity**

**1. A) Skim the text and define the main idea.**

**B) Highlight the key points related to the topic.**

**C) Write out all the specific words/terms that are connected with the main subject and look up their definitions.**

**2. Find out appropriate definitions to the organizations mentioned in the text and speak on their main activities:**

- 1) East Consulting team
- 2) Foreign Direct Investment (FDI)
- 3) Eurasian Economic Union (EEU)
- 4) World Trade Organization (WTO)
- 5) The World Bank

**Kazakhstan at a Glance**

Last month East Consulting team visited Kazakhstan with a business mission. This central hub of Central Asia countries impressed by its’ significant economic growth and openness for foreign partnerships and

cooperation, so in our blog we decided to present Kazakhstan at a glance as a potential market area for businesses and ground for Foreign Direct Investment (FDI).

Kazakhstan is going through a period of change, as in the beginning of 2015 the country became a member of Russia-led Eurasian Economic Union (EEU). Besides, just recently Kazakhstan completed its assessment session to join the World Trade Organization (WTO). Falling oil prices, a slowdown in exports and Russia's economic difficulties have had a negative impact the economy of Kazakhstan. The country plans to revitalize its economy with Oil Fund of 10 billion dollars over the next three years.

Kazakhstan economy has made significant progress towards creating a market economy and has achieved great results. Their GBT growth was fairly positive last year +4,5 %. Kazakhstan's economic growth in the coming years will depend largely on oil prices behavior; The World Bank predicts a little less than three percent of 2016 growth. Kazakhstan's goal is to speed up the shift from raw materials to production and generation of new high-value adding products and services, all of these offer good export possibilities for Finnish industries.

In 2015, Kazakhstan ranks 77th place in the World Bank's of ***Doing Business*** survey which measures business regulations and their enforcement in the country. Country's taxation regime favors investment. Those investment projects which fall within the priority sectors may also qualify for tax benefits, such as income and land taxes exemption for a period of 10 years, as well as the real estate tax exemption for a period of 8 years. In addition, projects may be eligible for investment aid.

*Kazakhstan "100 Steps" development program* (previously announced Kazakhstan 2050 Strategy) is designed to modernize and diversify the nation's carbon-reliant economy. The long-term perspective is that renewable and alternative sources of energy will be able to fulfill 50% of all electricity capacity produced in the country by 2050. Besides, Kazakhstan stated that it will utilize just one third of its wastes in order to generate green energy by 2050. So this means that energy efficiency and the environment is very actual topics nowadays.

<https://goo.gl/PDT4Di>



### **Post-reading activity**

**1. After reading the article “*Kazakhstan at a glance*”, make up a one-paragraph summary using the following word combinations:**

- |  |                              |
|--|------------------------------|
| 1) a business mission                      | 8) production and generation |
| 2) economic growth and foreign partnership | 9) export possibilities      |
| 3) a negative impact                       | 10) investment projects      |
| 4) to revitalize its economy               | 11) tax benefits             |
| 5) significant progress                    | 12) development program      |
| 6) oil prices behavior                     | 13) electricity capacity     |
| 7) to speed up                             | 14) energy efficiency        |

### **Text 4. UK - Parliament and Government**

#### **Pre-reading activity**

**1. The United Kingdom is a parliamentary democracy. What does this mean? Look it up if you are not sure.**

#### **UK - Parliament and Government**

The United Kingdom is a parliamentary democracy. The Parliament in London consists of elected representatives from all the countries in the UK. The Scots and Welsh voted for devolution in a referendum in 1997. The system came into effect in 1999 and since then, the Scottish and Welsh Parliaments have had more control over their domestic affairs. The Scottish Government has responsibility for issues such as, health, education, justice, transport and rural affairs, but the Welsh Assembly Government has fewer powers.

##### **The UK System in Brief**

**The Monarch (Queen or King)**

Head of State, Head of the Commonwealth, Appoints the Prime Minister, Head of the Armed Forces. Little real power and acts only on the advice of her ministers.

**The Prime Minister**

Leader of the government party. Appoints ministers (about 100) and forms the Cabinet.

### The Cabinet

The most important ministers in the government (about 20 members).

### The House of Lords

About 753 members (January 2011) - hereditary peers and life peers, 2 archbishops and 24 bishops. Can only revise and delay bills. Reforms have been proposed for restructuring the House of Lords.

### House of Commons

650 Members of Parliament (MPs) (from 2010). Each represents one of the constituencies (district), into which the country is divided. Each belongs to a political party. Elected by the people. The UK Members of Parliament are elected by first-past-the-post system.

#### How Does the System Work?

In short, the Cabinet is like the leaders of the Government and the Government is like the management of the country. The Government proposes policies, which determine the running of the country. It makes the important decisions, for example about foreign policy, education, or health, but these decisions have to be approved by Parliament. If Parliament thinks that a particular Government policy is against the public interest, it can force the Government to change its mind. A proposal might then be altered, or perhaps withdrawn altogether. Therefore, in the end, the power of the Government depends on the support of the House of Commons, which, in turn, depends on the support of the voters.

- Elections must be held at least every 5 years.
- Two main political parties; Conservative and Labour.
- Liberal Democrats are a third smaller party.
- The party with the majority of votes in the election forms the Government.
  - The second largest party forms the Opposition.
  - Scotland, Wales and Northern Ireland all have national political parties, the Scottish National Party (SNP), Plaid Cymru and Sinn Fein. The SNP and Sinn Fein advocate secession from the UK.

### Scotland, Wales and Northern Ireland

Elections to the Scottish and Welsh Parliaments are conducted by combining the first-past-the-post system and proportional representation. Members of the Parliaments are made up of a representative for each constituency and representatives from each of the regions used in the European Parliament elections. First, the constituency Members are elected

by the first-past-the-post system and then the regional Members are elected by a proportional representation system.

Devolution of powers to the Northern Ireland Assembly also occurred in 1999 and the Assembly has legislative authority for matters which have been transferred from the UK government.

The UK government retains responsibility for all matters of foreign policy.

Scotland is now planning a referendum in 2014 to vote on whether Scotland should become an independent country.

#### Oddities from the British Political System

Many things about the British political system may seem odd and even ridiculous to a Norwegian. In Norwegian politics, the Constitution plays an important role, but the British have no written constitution. Instead, they use convention (and tradition) and make up laws or bills as they go along or when a problem arises.

Some people work as “Whips” in Parliament. One might think that this has to do with scandals among politicians in the UK, but their job is to “whip together the representatives” or simply to count and take note of missing members when it is time to vote on a new bill. They also explain the voting procedure to the parliamentarians. When a new Speaker in the House is elected he is carried to his chair by force, pretending to be kicking and screaming. This is an old tradition from the times when the Speaker of the House had the job of telling the King what decisions it had reached. Historically, six Speakers have been beheaded on the King’s orders. Then there is the Shadow Ministry. This sounds a bit creepy and sinister. It is actually the opposition that organises itself with shadow ministers as monitors of the governing ministers, partly so that they can quickly and easily take over in the event that the sitting government has to leave office.

<https://ndla.no/en>



#### While reading activity

##### **1. Find information about the government in the UK. Find out:**

- the name of the present Prime Minister and which party he represents
- the name of the previous Prime Minister and which party he represented



- which party got most seats in the recent election
- how many seats did they get?
- from 2010 the UK government is a coalition government between the Conservative party and the Liberal Democrats. What does this mean?

**2. Match the following terms associated with the UK government with the appropriate information:**

represents one constituency =  
elected by the people =  
appoints ministers =  
monitors of the governing ministers =  
made up of the most important ministers =  
appoints the Prime Minister =  
national political party in Scotland =  
can only revise and delay bills =  
formed by the second largest party =  
formed by the party which gets most votes in an election =

**Post-reading activity**

**1. Write questions for the following answers:**

1. It is in London.
2. The Scots and Welsh voted for devolution.
3. Health, education, justice, transport and rural affairs.
4. The leader of the political party which forms the government.
5. There are about 20.
6. He is elected by the people.
7. Make the Government change its mind.
8. At least every 5 years.
9. Conservative Party and the Labor Party.
10. It is formed by the second largest party.
11. He counts the members who are present to vote on a new bill.
12. So, that it can quickly take over from the Government, if necessary.

## **FOCUS ON LISTENING**

### **Pre-listening activity**

**1. You are going to listen to the recording “U.S. Foreign Policy”.  
Make a table of your assumptions according to the title.**

### **While-listening activity**

**1. Listen to the first 2 minutes of the following recording, then discuss the main points:**

*<https://goo.gl/gv4hMP>*



**2. While listening to the recording, draw a mind map on the US Foreign Policy.**

### **Post-listening activity**

**1. On the basis of your mind map answer the questions below.  
Discuss them with your partner:**

- 1) What is the difference between domestic and foreign policy of the US?
- 2) Who deals with domestic issues?
- 3) What is the role of the President in the foreign policy system?
- 4) What are the main goals of the US Foreign Policy?
- 5) What are the main members of the President Cabinet?
- 6) What is the main purpose of the US Agency for International Development?
- 7) How can foreign affairs affect domestic policy of the US?

## **FOCUS ON WRITING**

**Choose one of the following topics and write a comparison/contrast essay:**

- Governmental system of Kazakhstan and target language country
- Kazakhstan foreign policy and Global Activism

**To complete this assignment, follow the given outline:**

***Introduction***

- a. Introduction to the broad topic
- b. Specific topic
- c. Thesis statement

***Body paragraphs***

- a. The first similarity between subjects (with details, examples from the articles to support your points)
- b. The second similarity between subjects
- c. The first difference between subjects
- d. The second difference between subjects

***Conclusion***

- a. Summary of main points
- b. Significance—what is the point you are making?

**FOCUS ON SPEAKING**

**1. Round table: Domestic and foreign policy systems of the Republic of Kazakhstan and the USA**

**Your assignment is to prepare full information about the home and foreign policy systems of two countries. The information should include:**

- 1) The Cabinet System
- 2) Internal situation in terms of policy system
- 3) International relations
- 4) Similarities and differences

Nominate a moderator who will monitor the progress of the round table discussion and prepare significant questions for it. Discuss and debate in conditions of equality on the current atmosphere of the countries.

**A roundtable is a facilitated discussion that gives each participant the maximum amount of group input on a given subject of common interest in a short amount of time.**

***To conduct a successful round table, follow the given outline (for full information see Additional Material p.114)***

- a strong moderator
- a comprehensive agenda
- a clear focus

## **2. In Pairs take a Virtual Tour:**

At Online tours - UK Parliament, both students, first individually, take a virtual tour of the House of Commons. Each make 10 questions about what you see. Give them to your partner, who should try to find the answers, and then discuss what you have seen and learned. Give your opinion on the layout of the Chamber, the furnishings and parliamentary traditions.

### **KEY VOCABULARY OF THEME 1.1**

alliance	detrimental
allies	amiable
ambassador	contentious
diplomacy	internal
diplomat	fundamental
doctrine	controversial
domestic affairs	beneficial
domestic policy	balanced
embassy	multicultural
foreign affairs	growth
foreign policy	partnership
international relations	cooperation
secretary of state	export
treaty	eligible
state department	investment
instability	efficiency
stability	trade
unity	potential
harmonious	market
sustainable	environment

## STUDENTS' INDEPENDENT WORK

### Theme 1.1. Home and Foreign Policy

#### The President of Kazakhstan

#### Grammar practice

**1. Practice the use of a complex subject. Make up the sentences using the words in brackets:**

1. Somebody has told me that Ann is at home. (said)

Ann \_\_\_\_\_ at home.

2. Humans think that life on our planet was brought by aliens. (thought)

The life on our planet \_\_\_\_\_ by aliens.

3. Many people believe that Shakespeare wrote more poems that we know of. (believed)

Shakespeare \_\_\_\_\_ more poems than we know of.

4. Some students believe that somebody had helped Alison during the test (believed)

Alison \_\_\_\_\_ during the test.

5. People suppose that disasters are an inevitable part of our lives. (supposed)

Disasters \_\_\_\_\_ an inevitable part of our lives.

6. Some people suppose that this abandoned house was a museum in the past. (supposed)

This abandoned house \_\_\_\_\_ a museum in the past.

7. They thought that Andrew committed that crime. (thought)

Andrew \_\_\_\_\_ that crime.

**2. Make up sentences using the following words and word combinations:**

risks / president / world economy / victory / terrorism / plans / policies / confrontation  
/ dangerous / economic slowdown / foreign policy / rhetoric / trade war

### **Vocabulary build-up**

#### **1. Learn the following words:**

annual message – ежегодное послание

appoint – назначать

duty – долг

oath – клятва, присяга

promulgate – продвигать

dismiss – отпускать, увольнять

abolish – отменять, упразднить

member – член (парламента например)

prosecutor – обвинитель, прокурор

value – ценность

solve – решать

#### **2. Read about the functions of the President of Kazakhstan and draw a table comparing and contrasting the functions of the Presidents of Kazakhstan and the USA.**

##### **The President of the Republic of Kazakhstan:**

1) addresses with the annual message to people of Kazakhstan about position in the country and the basic directions internal and foreign policy of Republic;

2) appoints the next and extraordinary parliamentary elections of Republic;

3) convokes the first session of Parliament and takes the oath its deputies to people of Kazakhstan;

4) convokes extraordinary joint sessions of Chambers of Parliament;

5) signs presented by the Senate of Parliament the law within fifteen working days, will promulgate the law or returns the law or its separate clauses for repeated discussion and voting;

6) with the consent of Parliament appoints to the post of the Prime minister of Republic; dismiss it;

7) on representation of the Prime minister defines structure of the Government of Republic, appoints to the post and dismiss its members, and also forms, abolishes and will reorganize the central agencies of Republic which are not a part of the Government;

8) takes the oath members of the Government, presides over sessions of the Government on especially important questions; charges to the Government entering of the bill into Mazhilis of Parliament;

9) cancels or stops in full or in part action of certificates of the Government areas, cities of republican value and capital of Republic;

10) with the consent of Parliament appoints to the post of chairman of national bank of Republic Kazakhstan; dismiss it; with the consent of the Senate of Parliament appoints to the post of the general public prosecutor and chairman of committee of national safety of Republic; dismiss them;

11) approves the state programs of Republic;

12) on representation of the Prime minister of Republic approves uniform system of financing and a payment of workers for all bodies containing due to the state budget of Republic;

13) makes a decision on carrying out of a republican referendum;

**3. Based on the information given above fill in the cluster below about the president's duties using only one word or word combination:**



**6. Synonym Match. Match the words 1-10 on the left to their synonyms a-j:**

1. stated

2 facing

3. tensions

4. insecurity

5. constant

6. rated

7. confrontation

8. rhetoric

9. escalate

10. temporary

a. vulnerability

b. friction

c. mushroom

d. judged

e. asserted

f. hyperbole

g. continual

h. short-term

i. confronting

j. clash

### **Writing**

**Write an essay (150-200 words) on the topic “The Presidency and the Role of the President in the Government” covering the following issues:**

1. What do you think of the formal qualifications for the presidency?
  - Should there be an age requirement?
  - Given the growing complexity of the office, should the age requirement be higher?
    - Why can't a naturalized citizen run?
    - Why do you suppose the framers insisted on this?
    - Why not let the voters decide? Wouldn't that be a democratic thing to do?
2. Considering the range of responsibilities, is the job of the president too big for one person?
3. Some proposed (and a few continue to propose) a dual executive—would this work?
  - How would you carve up the responsibilities?
  - Would each one have any input or check on the other's turf?
4. The president can only be impeached for committing crimes. Should Congress have more flexibility in deciding when to impeach a president?
  - How about impeachment for incompetence?
  - The most menial employee can be fired for incompetence—why not the president?
    - How about when the president's approval rating falls below a certain point?
      - Under a parliamentary form of government like Great Britain's, the executive (the prime minister) can be removed when Parliament decides that it no longer has “confidence” in the executive. Is this a system the U.S. should adopt? Why or why not?
5. How would modifying America's impeachment process change the balance of power within the federal government?

### **Reading activity**

#### **Pre-reading activity**

**1. Before reading the text using your background knowledge find out the steps of voting process of Kazakhstan.**



### **Voting**

Once registered and just before an election, a poll card is sent out to everyone named on the Electoral Register. The card contains information details of the local polling, date and times of voting.

**In the UK, there are three different ways to vote.**

In person at a polling station.

By post.

By proxy - (someone appointed to vote on your behalf).

On arrival at the polling station each person is handed a ballot paper (voting paper).

The ballot paper lists the name of each candidate along with their party name, party logo and their address.

In a straightforward vote, simply put an X (a cross) next to the one candidate that you wish to vote for - the Member of Parliament (MP) to sit in the UK Parliament in Westminster and represent your constituency.

When Polling Stations close, the votes are counted. The candidate with the most votes is elected. This is known as ‘First Past the Post’ system. If there is a tie, then a candidate is selected by the drawing of lots.

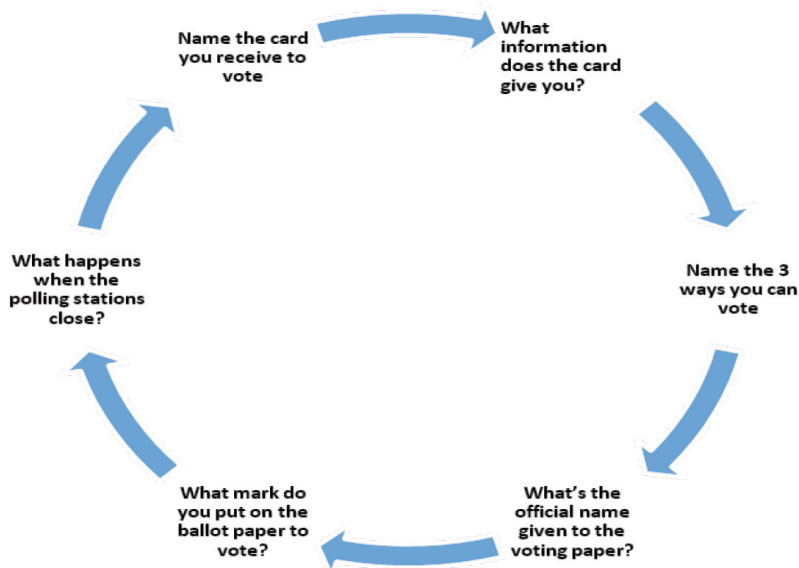
Occasionally, you may also be asked to vote in other elections. In this case the candidates are ranked in preference of order. For example, Scottish Government & Local Council Elections.

### **While reading activity**

**1. Fill in the table comparing the voting systems of the UK and the Republic of Kazakhstan:**

<b>Voting systems of the UK and the Republic of Kazakhstan</b>	
<b>The UK</b>	<b>Kazakhstan</b>

**2. What do you know about voting? Imagine that you are going to vote, then make your own case according to the scheme below:**



**Post-reading activity**

**1. Rewrite the paragraphs below, put in capital letters, commas, apostrophes and full stops where they belong:**

political parties in the commons the united kingdom has many political parties the main three being labour, conservative and liberal democrat these three work in both the house of commons and house of lords in addition to the main three parties the commons has a range of members from other political groups also elected by the public nationalist organisations like plaid cymru (wales) and the scottish national party northern irelands various political parties and minority parties like the green party

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**THEME 1.2. INTERNATIONAL COOPERATION (VISITS, NEGOTIATIONS, AGREEMENTS, TREATIES)**

**LEAD-IN**

**1. A) Fill in the chart by writing any associations that the combination “international cooperation” brings to mind:**



**B) Now get into groups of four students and share your words.**

**C) In your small group, choose seven words you like and write them on a piece of paper. Stick your paper on the wall, walk around the class and read the words of other groups.**

**D) As a whole class, choose the best definition of the word “International cooperation:**

International cooperation \_\_\_\_\_  
\_\_\_\_\_

**2. Do you agree or disagree with the following quotes? Express your point of view.**

My people and I have come to an agreement which satisfied us both. They are to say what they please, and I am to do what I please. (Frederick the Great)
Unless both sides win, no agreement can be permanent. (Jimmy Carter)
Some single mind must be master, else there will be no agreement in anything. (Abraham Lincoln)
There is nothing more likely to start disagreement among people or countries than an agreement. (E. B. White)

**3. Discuss with your partner current news or issues about international cooperation in terms of education, culture, politics, etc.**

**FOCUS ON VOCABULARY**

**1. Read, practice and learn the following words and phrases, if necessary consult with dictionary:**

a working visit	an open exchange of views
a return visit, reply visit	a confident exchange of views
a visit of friendship	to provide for exchanges
to be on an official visit	to celebrate the anniversary
distinguished guest	the annual international book fair
at the invitation of	on the arrival
to accept an invitation	to give a warm, cordial welcome to a delegation
to reject an invitation	to tour the country
to convey an invitation	to express warm gratitude (to)
head of the delegation	to get acquainted with sb
to head a delegation	benefit, profit
to play host	mutually beneficial contacts
a host country	in honor of
an exchange of visits at highest level	on behalf of
mutual exchanges	

**2. Fill in the gaps with the words and phrases given above:**

- a) \_\_\_\_\_ in scientific and cultural fields promote understanding and cooperation.
- b) This year Kazakhstan will \_\_\_\_\_ more hat 10 exhibitions.
- c) In 2017 Almaty \_\_\_\_\_ to the Winter Universiade.
- d) \_\_\_\_\_ in London the Foreign Minister made a brief statement.
- e) The Indian Prime Minister \_\_\_\_\_ to our government for the assistance and support.
- f) A dinner was given \_\_\_\_\_ the distinguished guests.
- g) In conclusion, they called on all parties to enter into a \_\_\_\_\_ and an open exchange of views.
- h) If a \_\_\_\_\_ is not available for the official luncheon, no substitute or replacement will be accepted.
- i) I ask you to \_\_\_\_\_ my husband's invitation.
- j) I also express a \_\_\_\_\_ to the Ambassadors of Kenya and Romania.
- k) Such institutions significantly contribute to establishing \_\_\_\_\_ while saving republic budget money.
- l) The two governments will certainly \_\_\_\_\_ with new programs designed to enhance bilateral understanding and friendship.

**3. Insert the missing preposition wherever appropriate:**

1. to be ... a friendly visit ... Hungary; 2. to arrive ...Budapest; 3. to give a warm welcome ... a delegation; 4. to tour ... the country; 5. to stay ... a number ... cities; 6. to get acquainted ... some places; 7. to make the acquaintance ... somebody; 8. to leave Budapest ... home; 9. to provide ... numerous exchanges.

**4. Express the following ideas in one word.**

- A gathering of people for buying and selling goods.
- A group of people meeting one another because of common interests.
- A person who stays at a place for a short time.
- A person who receives and entertains guests.
- A country in which individuals or organizations from other countries or states are visiting due to government invitation or meeting.
- Something that is advantageous or good; an advantage.

**5. Speak on the contacts of Kazakhstan with foreign countries:**

1. Kazakhstan promotes exchanges in the field of ... with foreign countries. (economics, technology, culture, science)

2. The heads of countries exchange .... (a visit of friendship, an open exchange of views)

3. A number of intergovernmental agreements provide for exchanges of ... (delegation of scientists, specialists in different fields of agriculture)

4. ... help in strengthening friendship and understanding among nations. (working visits, to receive a delegation, to accompany a delegation, the Annual International Book Fair)

**6. Find equivalents of the following words and word combinations in Kazakh/Russian. Practice and learn them.**

- |  |   |
|--|---|
| a) Negotiations                                  | l) Bilateral talks                                  |
| b) Talk, official talks                          | m) Multilateral talks                               |
| c) Unofficial talks                              | n) To initiate talks                                |
| d) In the course of negotiations                 | o) To interrupt negotiations, to break negotiations |
| e) The subject of the negotiations               | p) To resume talks, to renew talks                  |
| f) Arms limitation talks                         | q) To complete talks                                |
| g) Arms control talks                            | r) A partner in negotiations                        |
| h) Top-level talks, summit talks                 | s) Negotiation ended in failure                     |
| i) To hold negotiations, to conduct negotiations | t) The talks were a success                         |
| j) Round table talks, a round table              | u) Participate, to take part (in)                   |
| k) Confidential talks                            |   |

**7. In each group of words (A, D, C) find an adjective and make some sentences with them:**

A	B	C
negotiate	intergovernmental	express
multilateral	interrupt	level
spirit	readiness	regular
consultative	suggest	unanimity

## **FOCUS ON READING**

### **Text 1. International visits**

#### **Pre-reading activity**

**Look at the title of the text and try to predict what it will be about.**

### **International visits**

The Indian proverb says “To visit one another means to become friends”. Every year delegations from different states visit our country at the invitation of our Government. These visits and the return visits of our representatives to other countries, talks held with the members of different delegations, as well as meetings, congresses, rallies and gatherings with ordinary people help in the further strengthening of the friendship among the peoples. The mutual exchanges of parliamentary and other delegations make it possible to get a better knowledge of the life and interests of the peoples, a better understanding of the points of views of different parties on the solution of major international problems: peace, cooperation, security, environment, etc.

The talks held during the visits to friendly countries are often cordial and amicable. Guests are always given a warm reception.

Visits facilitate better understanding not only between governments but the peoples of these governments. They focus mass media attention on these countries: their policies, culture, history and thus may promote tourism.

Historical experience shows that doing things together is essential in getting harmony in relations with other parties and achieving goals effectively. The trend toward broader economic, scientific and technical cooperation between countries is gradually making headway as the material basis for establishing peace all over the world. Different governments and business circles are showing a growing interest in expanding economic ties. Business circles advocate for elimination of any obstacles and limitations which hamper the deepening of this cooperation. So close cooperation opens the perspective of the lasting peace, international security, better living standards for the whole population, solving such universal problems as those of food, the environmental or raw materials.

The relations between countries are based on the principles of mutual advantage. This is seen from the number of treaties, agreements, contracts concluded between many countries. So people throughout the world concentrate their efforts to develop mutually-beneficial long-term cooperation in political, economic, scientific, cultural and military fields with many countries.

Cooperation in the sphere of culture became a generally recognized element of interstate relations alongside economic, scientific and technical cooperation between countries.

Based on cultural agreements covering an ever wider field and going beyond areas, cultural cooperation now embraces radio, television, internet and the cinema, museums and archives, exhibits and theatrical companies.

*(Retrieved from: V.A. Korolkova, A.P. Lebedeva, L.M. Sizova. Learn to read papers. Москва, Высшая школа, 1989. – с.60)*

### **While-reading activity**

- 1. Read the text and check your predictions.**
- 2. Copy out unfamiliar words and expressions and try to guess their meaning.**
- 3. Find the following phrases in the text and explain their meaning in your own words:**

return visits	gradually making headway
mutual exchanges	expanding economic ties
rallies and gatherings	advocate for elimination
mutual exchanges	principles of mutual advantage
cordial and amicable	interstate relations
promote tourism	ever wider field

### **Text 2. Negotiations**

#### **Pre-reading activity**

**1. Suppose you have read in the newspapers about coming talks between Kazakhstan and China, Kazakhstan and Japan, Kazakhstan and Great Britain, Kazakhstan and the USA. What may be the problems to be discussed? Prepare an outline of the key points.**



### **While-reading activity**

**1. Read the text on negotiations and point out the facts that turn out to be new to you. State the main problems discussed in the text.**

#### **Negotiations**

(Staff and Wire Reports) – The presidents of Ukraine, Russia, Belarus and Kazakhstan gathered in the Crimean resort city of Yalta May 23-24 for a meeting to discuss development of the regulatory framework for the Common Economic Space (CES), a trade and economic union.

Apart from reiterating pledges to pursue closer economic ties, little concrete was accomplished during the meeting, where leaders agreed to draft accords and some normative acts before meeting again on September 15.

“There are a lot of problems with regard to the process of the creation of the CES”, conceded President Leonid at the close of the summit, noting that leaders disagreed over whether to simultaneously create all CES structures or to proceed gradually.

“[The CES] needs to breathe and operate”, Kuchma added. “Each country should lose something in order to find something else at the end of the road”.

What, specifically, will be lost or gained remains an open question.

Created in September 2003, the CES commits the signatories to establishing a free-trade zone and a customs alliance as well as ensuring free movement of commodities, labor, services and capital. It also calls for a high level of political coordination on economic and financial policies.

#### **First things first**

Kazakh President Nursultan Nazarbaev said that the bloc’s first task should be establishing a customs union.

“Otherwise, I don’t understand what we are going to do next”, he said. „And next we need a transport union, too,” he added.

Belarusian President Alexander Lukashenko was even less precise.

“We are international people and advocate the processes of integration”, he said upon arriving in Yalta.

Russian President Vladimir Putin, meanwhile, said the first package of documents to make the CES a reality could be signed in 2005 or early 2006.

“We have gathered together in order to work out, through discussion, rules of economic behavior that are favorable to each of the four countries”, he said.

The package, Putin added, should include agreements for harmonizing foreign trade, and the introduction of common customs tariffs. He did not elaborate.

Trade between Ukraine and Russia in 2003 totaled nearly \$13 billion. Ukraine exported \$4.3 billion of goods to Russia, 35 percent more than in 2002. Imports from Russia totaled \$8.6 billion, a 37 percent increase over the previous year, according to Ukraine’s State Statistics Committee.

The creation of a trade alliance between Ukraine, Russia, Belarus and Kazakhstan could, in theory, bring economic benefits to Ukraine. The bloc’s critics, however, have anticipated that CES accords will only complicate Ukraine’s stated desire to join the World Trade Organization and improve economic ties with the European Union.

<https://goo.gl/Q7WAW5>



### **Post-reading activity**

#### **1. Get ready to be interviewed on negotiations. Answer the questions in pairs:**

1. What negotiations were recently held in our country?
2. What problems were discussed in the course of negotiations?
3. What documents were signed as a result of these negotiations?
4. What do negotiations contribute to?
5. What are the latest developments in the talks on disarmament?

#### **2. News review. Look through the latest newspapers or surf the web to find articles on recently held negotiations. Give a brief review/presentation of the information on the subject. Follow the guidelines below:**

- Purpose: To identify credible sources of information; to read for main ideas; to select relevant support; to speak fluently on a prepared topic

- Length: 3 minutes
- Steps:
  1. Read the article
  2. Identify the purpose and main ideas
  3. Identify important supporting details
  4. Rehearse your presentation
  5. Present your news review

### **Text 3. International Cooperation**

#### **Pre-reading activity**

##### **1. What should the international community do about energy?**

**Review alternatives, and assess the viability for increased use of that energy in developed and developing countries.**

- risks
- oil
- coal
- gas
- renewables

#### **While-reading activity**

**1. Look through the article. State what information in the article strengthens your former views and what information contradicts your former views. Divide the article into logical parts and find or write a topical sentence for each part.**

#### **Achievements of international cooperation**

The achievements of international cooperation are in my view remarkable, considering the variety in approach and procedures, legal traditions and the different level of economic and institutional development of agencies world-wide. I will give you some concrete examples of what can be achieved through cooperation in concrete terms, from an EU perspective. Content wise at the EU we tend to distinguish two main pillars of cooperation: first, case cooperation and second, policy dialogue. A common practical example of case co-operation is our bilateral cooperation with partner jurisdictions on cartel cases (including the planning and

coordination of dawn-raids, for example the international cooperation in the vitamins and graphite electrodes cartels). We also cooperate on abuse cases (see example of our recent cooperation with the KFTC in the Microsoft case) and on mergers: Take as an example the 2002 EU-US Best practices on cooperation in reviewing mergers, which put in place a structured basis for co-operation in reviews of individual merger cases. A common example of policy dialogue is the exchange of views on policy initiatives and experiences. For example, we are currently conducting a review of our policy on abuse of dominance and we have produced a discussion paper with this purpose and we are holding discussions with our main partners on this topic. Our policy dialogue within OECD and ICN has matured over the past years. We have reached widespread agreement amongst agencies on the benefits of having competition rules and the basic principles, including due process. We are now moving towards a more advanced stage in our international relations. This involves discussions on more controversial policy issues such as the current debate on substantial merger assessment and abuse of dominance or the debate on second generation agreements.

### **Challenges of international cooperation**

The challenges which arise in international cooperation are typically linked to the specific relationship between the agencies or jurisdictions involved and their respective development and experience as well as their individual requirements. It is therefore difficult to generalise although some difficulties are more frequent than others. I will give you a few examples of my own experience, - First, we sometimes encounter difficulties in the coordination of investigations (e.g. if investigations are at different stages in the authorities involved or if difficulties arise due to the different time zones). - We also face difficulties in dealing with different legal systems (civil versus criminal system), enforcement cultures (e.g. focus on public or private enforcement) and different priorities (e.g. strict merger rules as opposed to ex post abuse control). - Other common hurdles include language problems, shortcomings in the internal organisation of competition authorities (e.g. lack of competences to fully cooperate) or a lack of transparency. Some of these difficulties cannot be completely removed or avoided. But agencies can try to minimise their adverse impact. In general, cooperation will be easier if there is broad consensus between authorities and in areas where they share common interests. By contrast, cooperation will be rather tricky and burdensome in controversial areas, in particular if the underlying rationale and objectives of competition laws differ considerably (e.g. total versus consumer welfare standard; per se

rules of abusive conduct versus pure economic effects approach). One of the most challenging areas of cooperation concerns the exchange of sensitive information and data between competition agencies. A recent ICN Report on “Cooperation between Competition agencies in Cartel Cases” (published in May 2006) highlights these shortcomings referring to the inability of jurisdictions to provide the information requested by the other agency. The reasons for these problems can be found in the limitations on the sharing of confidential information under the respective domestic laws. Once we have overcome these difficulties significant advantages are likely to arise from such advanced cooperation.

In conclusion it is fair to say that international cooperation has achieved a lot, especially over the past few years. It is very reassuring that an increasing number of jurisdictions recognize the fundamental importance of sound competition regimes. The importance of efficient cooperation will further increase with globalization, and so will the role of competition enforcers. The ball is in our court.

<https://goo.gl/fui5aH>



**2. Find some facts in the article above to justify its title. Draw a conclusion on the subject of the article and ask 10 key questions.**

### **Post-reading activity**

**1. Discuss the following questions in pairs or in small groups:**

1. What is the role of international cooperation in development?
2. Does reputation matter in international cooperation in general and in international politics in particular?
3. Does the balance of power still matter in international cooperation?
4. How would you define the interdependence between domestic and global action and goals?

## FOCUS ON LISTENING

### Pre-listening activity

**1. Before listening to the recording “China outlines Silk Road plan for global trade” read the headline and predict if a-h below are true (T) or false (F):**

- |  |       |
|--|-------|
| a. China has pledged \$124 million to bolster global growth.           | T / F |
| b. China's president spoke to the leaders of 29 countries.             | T / F |
| c. Europe will not be included in the Silk Road plan.                  | T / F |
| d. China's president said China would develop new engines.             | T / F |
| e. President Xi said increased global trade would help bring peace.    | T / F |
| f. Pakistan's president didn't have good things to say about the plan. | T / F |
| g. Pakistan's president said there could be a geo-economic revolution. | T / F |
| h. Britain said it was a natural partner of the Silk Road plan.        | T / F |

### While-listening activity

**1. Listen to the recording and check if your answers to exercise 1 above are true.**

**2. Listen again and match the following words 1-10 to their synonyms a-j:**

- |                  |                        |
|------------------|------------------------|
| 1. outlined      | a. enable              |
| 2. pledged       | b. common              |
| 3. initiative    | c. develop             |
| 4. expand        | d. out of the ordinary |
| 5. facilitate    | e. sketched out        |
| 6. cooperation   | f. enemies             |
| 7. foes          | g. plan                |
| 8. mutual        | h. radical change      |
| 9. unprecedented | i. promised            |
| 10. revolution   | j. joint action        |

### Post-listening activity

**1. Find appropriate endings to the following phrases (sometimes more than one choice is possible):**

- |                                      |            |
|--------------------------------------|------------|
| 1. President Xi Jinping has outlined | a.enable   |
| 2. His government has pledged a      | b.common   |
| 3. at a summit                       | c. develop |

- |                                     |                        |
|-------------------------------------|------------------------|
| 4. facilitate the free flow         | d. out of the ordinary |
| 5. Trade is the important engine of | e. sketched out        |
| 6. make the world more              | f. enemies             |
| 7. mutual                           | g. plan                |
| 8. vision and                       | h. radical change      |
| 9. unprecedented in                 | i. promised            |
| 10. We stand at the cusp            | j. joint action        |

**2. Discuss the following comprehension questions with your partner:**

1. What does China's President Xi Jinping want to regenerate?
2. How much money has China promised in its initiative?
3. How many world leaders attended a summit?
4. What did President Xi say infrastructure would help the free flow of?
5. What did President Xi say was an engine of economic development?
6. What did President Xi say increased global trade would result in?
7. What kind of world economy did President Xi talk about?
8. Who was impressed with President Xi's "vision and ingenuity"?
9. What did Pakistan's prime minister say the world was on the cusp of?
10. Which country said it was a "natural partner" of the project

<https://goo.gl/aKMVY9>



## FOCUS ON WRITING

### SUMMARY WRITING

**To write a summary of articles and other written texts follow the steps below**

**Purpose:** To identify main ideas; to present the main ideas in a clear, organized written fashion

**Length:** one paragraph (around 10 sentences, depending on the length and number of main ideas in the original)

**Procedure:**

- Read the text
- Identify the main ideas in the text

UNIT 1. KAZAKHSTAN IN THE WORLD ARENA

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- Think about how the main ideas are related to each other and why the author included them
- Paraphrase any parts of the original that you want to use in your summary
  - Put the main ideas into a logical paragraph using one-paragraph summary structure
  - Read through your summary to check that the main ideas are clear and connected
  - Read through again to check your language use (vocabulary, grammar, etc.)

*(For more information on summary writing turn to p.119-121 of this coursebook)*

**Practice**

**1. You are going to write a summary of an article. Study the following expressions typically used in summary writing**

<i>To reference the source:</i>		
This leading article This editorial	is taken from	the newspaper... the journal... the magazine...
This political article This economic article	is headlined  is entitled	...  ...
<i>To present the title of the article:</i>		
The headline of the article The title of the article The article under the headline		is ...
“Times” in its issue of October, 2004 is about ... The article deals with the problem ...		
<i>To introduce the main idea of the article:</i>		
The key problem of the article The chief talking point of the article		is ...
We shall now be concerned with the problem of		...
<i>To summarise the main points of the article:</i>		
The article		



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	<p>reports on / that ...  is devoted to ...  informs the readers of ...  touches upon ...  describes ...  discusses ...  expresses ...  depicts ...  approves ...  gives wide coverage of ...  highlights ...  points out ...  stresses that ...  reveals ...</p>	
	<p>reviews ...  considers ...  comes out in support ...  goes on to say ...  strongly criticizes ...  strongly condemns denounces ...</p>	
<b><i>To conclude the summary:</i></b>		
<p>In the end  Finally,  In the final part  As a conclusion  Summing up his/her  words</p>	<p>the author  the writer  the journalist  the reporter</p>	<p>emphasizes  concludes  summarizes  sums  finds the solution</p>

**2. Find some articles describing visits of statesmen (political figures, delegation, etc.) to this or that country. Then write a one paragraph summary using the phrases from the above table in accordance with one-paragraph summary writing tips (See Additional Material section of this Coursebook, pp 119-121).**

**FOCUS ON SPEAKING**

**1. Work in pairs and express the following ideas in one word:**

- To discuss questions in order to come to an agreement (in business or politics)

- To make a beginning
- To bring to an end
- One of a series of action
- A meeting of one or more persons to talk about a problem

**2. Study the expressions below and using available reference sources give their synonyms:**

<b>return visit</b>	<b>domestic events</b>
<b>international affairs</b>	<b>informal visit</b>
<b>agreement</b>	<b>world news</b>
<b>latest developments</b>	<b>present-day events</b>
<b>unofficial visit</b>	<b>reply visit</b>
<b>home news</b>	<b>visit of friendship</b>
<b>top-level negotiations</b>	<b>treaty</b>
<b>friendly visit</b>	<b>summit talks</b>
<b>forthcoming visit</b>	<b>assistance</b>
<b>mutual aid</b>	<b>safely</b>
<b>security</b>	<b>coming visit</b>

**3. In groups of three or four discuss one of the following important social and/or political home events for the current and upcoming period. Use the expressions from Exercise 1:**

- Plenary Meeting, Congresses, Sessions, Meetings, Symposia. (Time. Agenda. Reports heard. Problems discussed. Decisions (laws) adopted)

- Elections of People’s Deputies.
- News in the life of the citizens.
- News in Industry and Agriculture.
- News of Science and Engineering.
- News in Cultural Life.
- Sports events.

**4. Work in pairs to make up stories on the given situations and act them out:**

1) to head the delegation, to take place, two-day official visit, in the course of the meeting, to emphasize, to place great hopes, to sign a plan

of action for extended cooperation between the two countries, during official visit, to welcome positive changes, to support the level of security in Europe, to submit the proposal, to discuss a wide range of issues, to achieve mutual understanding.

2) to be held, to welcome participants of business forum, to participate, to discuss plans for cooperation, to deal with, to initiate the meeting of government representatives of two countries, to concentrate on issues of trans-border cooperation and development of economic relations between the border regions, to find a solution to this problem, to protect the interests of domestic business on foreign markets, to resolve the issue at the inter-governmental level, to establish new business contacts, to promote better understanding.

3) to arrive on an official visit, to establish diplomatic relations, to have a common border / frontier with, to interfere in the internal affairs of a country, to preserve the inviolability of frontiers, to maintain economic relations, to conclude a treaty, to violate an agreement, to sign a contract, to ratify a treaty, to observe a treaty, to annual a contract, to come to an agreement.

4) to convene a conference, to settle a conflict by negotiations, to take measures against, to preserve peace, to ensure security, to strengthen international security, to improve relations, to promote cooperation, to confront a problem, to promote economic growth and employment.

5) to deal with achievements of science and engineering, to touch upon some important issues of our time, to solve some disputable questions, to concentrate on some key questions of our time, to give wide coverage of some vital problems of our time, to be an event of great importance, to comment on the international situation, to make a contribution to the cause of peace, to promote security in Europe, to adhere the policy of non-interference in the internal affairs.

6) to conduct a meeting, to attend a conference, to convene a congress, to participate (in), to welcome the envoys to the forum, to adopt the agenda, to face a question, to put forward a proposal, to come to a conclusion, to adopt a resolution, to vote for a resolution, re resume negotiations, to reach an agreement, to sign an agreement, to submit for consideration, to enter into force, to reject a proposal.

7) to pursue a policy of neutrality, to conclude an agreement on non-proliferation of nuclear weapon, to approve a decision, to be fraught with danger, to carry out internal policy, to come out in protest against terrorism.

8) to start immediate negotiations, to hold the first round of talks, to convene a conference, to settle disputes through negotiations, to make headway, to promote world peace, to reach an agreement, to put forward a program, to solve European problems, to aim at a closer cooperation between two countries, to seek for agreement, to create favorable conditions, to shape a foreign policy, to pursue peace-loving policy, to preserve world security, to increase international tension.

**5. Speak on negotiations recently conducted:**

- The talks between ... were conducted ... .. Whom?
- Both sides discussed ... Where? When?
- The partners in negotiations focused their attention on ... What issues?
- Both sides agreed upon ... What?
- In their speeches they exchange their views on ... What problem?
- The two sides also expressed their intention ... What intention?
- The talks resulted in signing ...on ... What documents?  
What subject?

**6. Role – Play**

**Situation 1.** Radio discussion Almaty – Bristol.

Four people sit at a table in a room and speak in lively voices into the mikes hanging from above. The picture is the same thousand kilometers away from Almaty, in BBC studio in Bristol, Great Britain. The Kazakhstan participants in the broadcast are: a teacher, a lawyer, a student and a doctor. The British side is represented by a musician, a journalist, an art critic and a housewife. The two fours are linked by history's first Kazakhstan-British radio bridge. The problem discussed is peace and disarmament.

Imagine that you participate in such a radio link-up. Play the parts of those present in the studios. Put questions and give answers.

**Situation 2.** Interviews.

You are a reporter. Ask people in the street for their opinion:

- a) on the present international situation and cooperation of Kazakhstan;
- b) on the role of scientists, young people, women and children in the fight for peace.

**Situation 3:** Work with your partner, one of you “Export Sales Director of Intuitive Surgical”, second student “Director of KazMedPribor Holding LLP”.

Export Sales Director of Intuitive Surgical:

You are the Export Sales Director of Intuitive Surgical. It is an American corporation that manufactures robotic surgical systems, most notably the da Vinci Surgical System. The da Vinci Surgical System allows surgery to be performed using robotic manipulators.

You came to this B2B meeting looking for some dealers. Moreover, your company wants to establish your own authorized center in Central Asia. However, you have very strict requirements for the dealers who want to represent your company here in Kazakhstan. (For instance, dealers should know English fluently, they should take 6-month training in the USA, they should have special certificates and etc.)

Director of KazMedPribor Holding LLP:

You are the Director of KazMedPribor Holding LLP. It’s a manufacturer of high-tech medical equipment in Kazakhstan. Your enterprise cooperate with Turkish, Korean and Russian companies. But know you realize that you need to develop further and start using innovative medical tools in Kazakhstan market. Thus, you came to this B2B meeting.

You need to attract Intuitive Surgical company’s attention, as you want to become their authorized dealer in Kazakhstan. Intuitive Surgical is internationally recognized, prestigious company in the USA, you understand it and want to cooperate with them. However, at the same time, you want to have reliable partners, and lately Intuitive Surgical, particularly the da Vinci Surgical System has been criticized a lot for its costs, inadequate training and side effects of robotically-performed surgeries. Therefore, you are a little bit skeptic about it and want the Export Sales Director of Intuitive Surgical to answer your questions and dispel your doubts.

**Situation 4:** Work with your partner, one of you “First lady of the USA Michelle Obama”, second student “First lady of Kazakhstan Sara Alpyskyzy”.

First lady of the USA Michelle Obama: Together with your husband Barack Obama you came to G20 Hangzhou Summit to hold a bilateral meeting with the first ladies of different countries. You are aiming at raising awareness about child obesity and your health initiative “Let’s Move”.

First lady of Kazakhstan Sara Alpyskyzy: Together with your husband

Nursultan Nazarbayev you came to G20 Hangzhou Summit, China. You know that Michelle Obama is going to discuss some health issues at this summit. One of the hardest concerns in Kazakhstan is obesity, so you want to speak with her and ask for some help to solve this issue. More than a half of the Kazakhstan population have excess weight. According to findings of Kazakh Academy of Nutrition, every fifth child under 14 (22%) is overweight or obese. Among the adults the number people with this problem is much higher: 55% of all the men and women in Kazakhstan are overweight. You have many questions for the first lady of the USA, you want to know how did she combat an obesity issue in her country and what did she do to tackle this problem.

**Situation 5:** Work with your partner, one of you “Minister of Healthcare and Social Development of Kazakhstan, Duysenova Tamara”, second student “Chinese Deputy Minister of Health Liu Qian”.

Minister of Healthcare and Social Development of Kazakhstan, Duysenova Tamara: You on a working visit in China to meet Chinese Deputy Minister of Health Liu Qian. As Kazakhstan has the highest breast cancer rate in Central Asia, you are really concerned with the breast cancer treatment in Kazakhstan. To prolong the lives of its citizens, Kazakhstan adopted the State Program for the Development of Cancer Care in 2012-2016, with a budget of KZT 211 billion (US\$1.15 billion). The Healthcare Ministry has been implementing six screening programs for the early detection of cervical, breast, esophagus and stomach and colorectal cancer, which help diagnose patients in the early stages of disease and improve outcomes. However, a death rate of patients who have cancer raise each year.

You know Chinese scientists discovered natural virus M1 that kills cancer cells without toxic side effects. You are willing to learn more about it (safety) and purchase it for your country.

Chinese Deputy Minister of Health Liu Qian: You are going to meet with the Minister of Healthcare and Social Development of Kazakhstan Tamara Duysenova. She is here to know more about your latest discoveries in Healthcare field, particularly in cancer treatment. You should tell her about Guangzhou Zhongshan University research group of Professor Yan Guangmei who discovered M1 cancer killing virus, invite her to visit this university and sign a cooperation contract with the Minister of Healthcare and Social Development of Kazakhstan Tamara Duysenova.

**7. Follow-up task.**

**In addition to a written summary you can give an oral rendering of a news item. Here's how you can do it. Turn to newspapers. Find some new information on cooperation from the newspaper articles. Then prepare to render it orally. You can use the following plan.**

**The Plan of Rendering Newspaper Article**

1. The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)
2. The author of the article is...
3. The article is taken from the newspaper...
4. The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)
5. Give a summary of the article (no more than 10-20 sentences).
6. State the main problem discussed in the article and mark off the passages of the article that seem important to you.
7. Look for minor peculiarities of the article.
8. Point out the facts that turned out to be new for you.
9. Look through the text for figures, which are important for general understanding.
10. State what places of the article contradict your former views.
11. State the questions, which remained unanswered in the article and if it is possible add your tail to them.
12. Speak on the conclusion the author comes to.
13. Express your own point of view on the problem discussed.

**KEY VOCABULARY LIST OF THEME 1.2**

a working visit	to cancel agreement
a return visit, reply visit	to sign an agreement
a visit of friendship	in accordance with, in conformity with
to be on an official visit	according to the agreement
distinguished guest	treaty
at the invitation of	a treaty of friendship and cooperation
to accept an invitation	to conclude a treaty
to reject an invitation	to come into force
to convey an invitation	by virtue of a treaty
head of the delegation	return visit
to head a delegation	international affairs
to play host	agreement
a host country	latest developments
an exchange of visits at highest level	unofficial visit
mutual exchanges	home news
an open exchange of views	top-level negotiations
a confident exchange of views	friendly visit
to provide for exchanges	forthcoming visit
to celebrate the anniversary	mutual aid
the annual international book fair	security
on the arrival	domestic events
to give a warm, cordial welcome	informal visit
to a delegation	world news
to tour the country	present-day events
to express warm gratitude (to)	reply visit
to get acquainted with sb	visit of friendship
benefit, profit	treaty
mutually beneficial contacts	summit talks
in honor of	assistance
on behalf of	safely
agreement	coming visit
under the agreement	negotiations
to reach an agreement	talk, official talks



unofficial talks  
in the course of negotiations  
the subject of the negotiations  
arms limitation talks  
arms control talks  
top-level talks, summit talks  
to hold negotiations, to conduct negotiations  
round table talks, a round table  
confidential talks  
bilateral talks

multilateral talks  
to initiate talks  
to interrupt negotiations, to break negotiations  
to resume talks, to renew talks  
to complete talks  
a partner in negotiations  
negotiation ended in failure  
the talks were a success  
participate, to take part (in)

## STUDENTS' INDEPENDENT WORK

### Theme 1.2. International cooperation (visits, negotiations, agreements, treaties)

#### 1. Essay Writing Practice

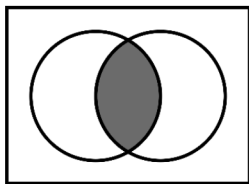
**Essay type:** Compare and Contrast Essay

**Assignment:** A comparison/contrast essay requires you to compare and contrast two or more subjects. Comparing shows how things are alike, while contrasting shows how things are different

**Purpose:** Your goal as a writer is to move beyond the obvious points of comparison and/or contrast. Do not merely state the differences in facts. Instead, use comparison and contrast as techniques that help you to get a full understanding of parents' arguing in front of children issue.

#### To complete this assignment:

Read the articles and brainstorm the similarities and differences between them using Venn diagram.



Highlight the most important passages and facts in the articles.  
Using outline structure your essay.  
Be prepared to oral presentation.

#### Outline:

##### *Introduction*

- a. Introduction to the broad topic
- b. Specific topic
- c. Thesis statement

##### *Body paragraphs*

The first similarity between subjects (with details, examples from the articles to support your points)

The second similarity between subjects

The first difference between subjects

The second difference between subjects

**Conclusion**

Summary of main points

Significance—what is the point you are making?

**Length and other considerations:**

Approximately 250 words (1 page typed, double-spaced).

Use Times New Roman, 12 pt.

For each citation use references

Copied essays will not be considered for evaluation

**Assessment:** This assignment represents 10% of course grade and will be assessed using the following rubrics:

CATEGORY	A (90-100%)	B (75-89%)	C (60-74%)	D (50-59%)
PURPOSE & SUPPORTING DETAILS	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
ORGANIZATION & STRUCTURE	The paper breaks the information into similarities and differences. It follows a consistent order when discussing the comparison/similarity.	The paper breaks the information into similarities and differences, but does not follow a consistent order when discussing the comparison/similarity.	The paper breaks the information into similarities and differences, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

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TRANSITIONS	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well, but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
GRAMMAR & SPELLING	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

<https://goo.gl/f9Qgw>



**Idioms to speak about Politics**

**7. Read the idioms and guess their meaning. Match the idioms to their definitions:**

1. A two/three/four-horse race



2. Political football



3. Hot air



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4. Toe the party line



5. A political hot potato



6. A hung parliament



7. Press the flesh



8. Get on/off your soapbox



9. Throw in the towel



10. Bent/crooked



11. Live/be in an ivory tower



12. Have the common touch



- a. be corrupt
- b. when there's no clear winner in an election
- c. empty words
- d. to speak passionately about something, you believe in
- e. a problem that does not get solved because of political reason
- f. to give up
- g. a.competition/election only few people can win
- h. to shake hands with the public
- i. to be able to relate to the public

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- j. to be detached from reality
- k. a potentially controversial topic
- l. conform to and express the same views as the leaders of your party

*<https://goo.gl/BCsEGC>*



**UNIT 2. GLOBAL COMMUNICATION  
AND INTERNATIONAL RELATIONS**

**THEME 2.1. INTERNATIONAL ORGANIZATIONS  
(CONGRESSES, CONFERENCES, MEETINGS)**

**LEAD-IN**

**1. Read the following extracts of dictionary definitions and discuss the questions with your partner:**

**Ambassador**

An accredited diplomat sent by a country as its official representative to a foreign country

**Human rights**

Rights that are believed to belong justifiably to every person

**Alliances**

A union or association formed for mutual benefit, especially between countries or organizations

**World Court**

A division of the United Nations that settles legal disputes submitted to it by member nations

- 1) What do you associate with these notions?
- 2) Can you predict what the unit will be about?
- 3) Make up some sentences with these words and collocations.

**2. Brainstorming:**

- 1) What springs to your mind when you hear the expression “International organizations”?
- 2) What do you know about international organizations?
- 3) What kind of international organizations do you know?

**3. Decipher abbreviations based on your background knowledge or look them up in a dictionary:**

<b>UNICEF</b>	
<b>WTO</b>	
<b>NATO</b>	
<b>NAFTA</b>	
<b>OPEC</b>	
<b>EU</b>	
<b>WHO</b>	
<b>IAEA</b>	
<b>IMF</b>	

**FOCUS ON VOCABULARY**

**1. Match the word combinations or terms 1-12 to the right definitions a-l:**

<b>Word/Term</b>	<b>Definition</b>
1. International Organizations	a. an international organization that consists of five organizations that work together to reduce poverty and support development. (IBRD, IDA, IFC, MIGA, ICSID)
2. Regional Organizations	b. a treaty which binds eight countries (Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and the Soviet Union) together to come to the aids of the others should any one of them be the victim of foreign aggression
3. Alliances	c. A division of the United Nations that settles legal disputes submitted to it by member nations
4. World Bank	d. multilateral agreements among nations to protect each other in case of attack by an adversary



## UNIT 2. GLOBAL COMMUNICATION AND INTERNATIONAL RELATIONS

5. G8	e. a legally constituted organization created by people who operate independently from any other type of government
6. Warsaw Pact	f. organizations made up of every nation that wishes to participate, they play a role in international relations, they are used as a forum for addressing problems that affect all nations
7. Nongovernmental Organizations (NGOs)	g. events or affairs that happen within the country
8. World Court	h. rights that are believed to belong justifiably to every person
9. Ambassadors	i. organizations with members that are located in a particular region of the world, combined they are stronger than they would be alone
10. Domestic affairs	j. an international organization of 8 nations: France, United States, United Kingdom, Russia, Germany, Japan, Italy, and Canada. They meet annually to deal with major economic and political issues facing their domestic societies and the international community
11. Embassy	k. the official residence or offices of an ambassador
12. Human rights	l. an accredited diplomat sent by a country as its official representative to a foreign country

### 2. Read the words and expressions below and give their Kazakh/Russian equivalents:

annual conference	credentials
occasional congress	auditing
call a conference (v)	committee
approve (v)	deputy
preliminary	treasurer
provisional	convener
delegate	secretary
plenary	

**3. Write and discuss the purposes and tasks of conferences, congresses and meetings using the vocabulary above. Fill in the table.**

<b>Conferences</b>	<b>Congresses</b>	<b>Meetings</b>

**4. Discuss with your partner the following issues and questions:**

- 1) Identify the purpose and functions of international organizations given in the task 3.
- 2) Analyze the impact that international organizations can have on the lives of individuals.
- 3) Discuss the importance of international organizations.

### **FOCUS ON LISTENING**

#### **Video 1**

#### **Pre-listening activity**

**You are going to watch the movie “International organizations” by Bohley Kathy Last. Before watching the movie try to make a map of associations where you give background knowledge about International Organizations of the world.**

**While-listening activity**

**Listen to the recording on the following website and draw a mind map based on your understanding of the topic.**

*<https://goo.gl/k516jY>,*



**Post-listening activity**

**1. Choose the correct answer:**

1) Which global organization helps countries and producers of goods deal fairly and smoothly in conducting their business across international borders?

- International Trade Organization
- International Monetary Fund
- Global Economy
- World Trade Organization

2) The purpose of the World Trade Organization is to do what?

- Promote free trade among countries
- Increase the standard of living in countries
- Settle economic disputes between countries as they arise
- Create more jobs and stimulate growth
- All of the answers are correct

3) As of 2013, there were currently how many member countries in the World Trade Organization?

- 15
- 19
- 159
- 951

**Video 2**

**Pre-listening activity**

**You are going to watch the video about the Concept of International Organizations by prof. Pierre d'Argent. Can you predict what the concept of international organizations means?**

**While-listening activity**

1. Watch the video on <https://goo.gl/cN98iV>



2. Listen to the first passage of the video recording again and fill in the gaps with appropriate words:

International organizations have \_\_\_\_\_ since the 19<sup>th</sup> century, but it is really during the second half of the 20<sup>th</sup> century that they have \_\_\_\_\_ in number and in \_\_\_\_\_. Today they are a few hundred international organizations around the world from small \_\_\_\_\_ organizations established between \_\_\_\_\_ states like a \_\_\_\_\_ River Commission to \_\_\_\_\_ organizations entrusted with \_\_\_\_\_ political tasks like the United Nations. International Organizations play an important role in what can be called the global \_\_\_\_\_. Their \_\_\_\_\_ and professionalism is relied upon by states, and states often \_\_\_\_\_ to them in order to design, decide and \_\_\_\_\_ common policies, and of course this is not without raising, some \_\_\_\_\_ and some problems, and \_\_\_\_\_. But those issues are largely \_\_\_\_\_ issues rather than purely \_\_\_\_\_ ones. And despite their \_\_\_\_\_ this course will unfortunately not be able to address all of them.

**Post-listening activity**

1. After watching, write a synopsis of the topic given in the video.

2. Discuss the questions below with your groupmates:

1. Speak about the history of International Organizations
2. Why do we need International Organizations?
3. What is the main role of International Organizations in terms of global governance?
4. What are the specific tasks of International Organizations?
5. What International Organizations do you know and what are their main tasks?
6. What permanent organs are related to International Organizations?
7. What do you know about International Bureaucracies?

## **FOCUS ON READING**

### **Text 1. International Organizations**

#### **Pre-reading activity**

**1. Read the title of the article below and discuss with your partner whether the article would be interesting and important to read.**

**2. What do you know about International Organizations system? Why does the world need these organizations?**

#### **While-reading activity**

**1. Read the text and check your knowledge.**

**2. Write out all the specific words/terms that refer to the main subject, find out their definitions and give their equivalents in Kazakh/Russian.**

### **INTERNATIONAL ORGANIZATIONS**

International cooperation is essential to preserve peace and promote security, prosperity and justice throughout the world. Major issues like environmental protection, the war on drugs, gender equality, food security and curbing population growth cannot be resolved at local or regional level, but require a global approach.

Consequently, it is important that the Netherlands pursues an active foreign policy, which includes supporting international organizations through the provision of funding, manpower and ideas. This is known as multilateral cooperation. A strong argument in favour of multilateral aid is that this form of support is less driven by donor interests and coordination is smoother than when donors individually administer their own programmes.

Over a quarter of the Dutch development budget goes to programmes run by the United Nations, the European Union, the World Bank and various regional development banks. The Netherlands naturally tries to influence these multilateral organizations in such a way as to further its own objectives. So it is important that the country is well represented at international organizations. That is why the Kingdom of the Netherlands, in addition to embassies and consulates, also has its own permanent missions,

delegations and representations at organizations like the NATO, the United Nations, the Council of Europe and the OECD.

The Netherlands also cooperates with international organizations at a more personal level. The Protocol Department of the Dutch Foreign Ministry helps serve the needs of the staff of international organizations and of representatives of other countries (and their families) who have been afforded diplomatic status while they stay in the Netherlands.

<https://goo.gl/2cV2uh>



### **Post-reading activity**

**1. Replace the underlined words in the sentences from the text with their synonyms:**

1) International cooperation is essential to preserve peace and promote security, prosperity and justice throughout the world.

2) Consequently it is important that the Netherlands pursues an active foreign policy, which includes supporting international organizations through the provision of funding, manpower and ideas.

3) The Netherlands naturally tries to influence these multilateral organizations in such a way as to further its own objectives.

4) The Netherlands also cooperates with international organizations at a more personal level.

5) The Protocol Department of the Dutch Foreign Ministry helps serve the needs of the staff of international organizations and of representatives of other countries (and their families) who have been afforded diplomatic status while they stay in the Netherlands.

**2. Answer the following questions. Write your answers in the table below:**

1) What did you know about international organizations before reading the text?

2) What have you learned about international organizations after reading the text?

Before reading	After reading

**Text 2. European Union wins Nobel Peace Prize**

**Pre-reading activity**

**1. Which of these "new" Nobel Prizes do you think are the best? Rank them and share your rankings with your partner. Put the best at the top:**

- Nobel Prize for Volunteerism
- Nobel Prize for Business
- Nobel Prize for Doing The Right Thing
- Nobel Prize for Caring
- Nobel Prize for Music
- Nobel Prize for Sport
- Nobel Prize for Environmentalism
- Nobel Prize for Bravery

**2. Look at the headline and predict what it is about.**

**While-reading activity**

**1. Read the article and decide if the sentences a-h below are true (T) or false (F):**

- a. The EU won the 2012 Nobel Peace Prize for its economic stability. T / F
- b. The Nobel chairman said Europe suffered during a 70-year-long war. T / F
- c. The chairman suggested Germany and France would never fight in a war. T / F

- d. A BBC spokesperson said the EU's biggest achievement was its euro currency. T / F
- e. Some people are saying now is a bad time to give the EU the Nobel Prize. T / F
- f. The EU boss said the Union inspired many other countries around the world. T / F
- g. Another EU leader said Europe was the biggest peacemaker ever in the world. T / F
- h. WikiLeaks was also nominated for the award, but not its founder. T / F

**2. Match the following words 1-10 to their synonyms a-j:**

1.	maintaining	a.	hurt
2.	horrific	b.	privilege
3.	suffering	c.	premature
4.	unthinkable	d.	acknowledged
5.	outstanding	e.	preserving
6.	untimely	f.	disorder
7.	chaos	g.	superb
8.	gladly	h.	terrible
9.	honour	i.	happily
10.	recognised	j.	unimaginable

**3. Complete the phrases by matching the parts 1-10 with a-j (sometimes more than one choice is possible):**

1.	a continent that was torn	a.	peacemaker in history
2.	the dreadful	b.	achievement
3.	well-	c.	many European countries
4.	building up mutual	d.	an inspiration
5.	outstanding	e.	confidence
6.	the decision to award the EU the Prize	f.	for this year's prize



7.	social chaos sweeping	g.	aimed efforts
8.	the European Union remains	h.	apart by horrific wars
9.	the "biggest	i.	is untimely
10.	other nominees	j.	suffering in World War II

### **EUROPEAN UNION WINS NOBEL PEACE PRIZE (13TH OCTOBER, 2012)**

The European Union has won the 2012 Nobel Peace Prize for bringing and maintaining peace on a continent that was torn apart by horrific wars in the last century. Thorbjørn Jagland, the Nobel Committee chairman, said: "The dreadful suffering in World War II demonstrated the need for a new Europe. Over a 70-year period, Germany and France had fought three wars. Today, war between Germany and France is unthinkable. This shows how, through well-aimed efforts and by building up mutual confidence, historical enemies can become close partners." The BBC's Gavin Hewitt said the EU was set up "to make war impossible again on the continent". He added: "That has been the EU's outstanding achievement."

Critics are arguing the decision to award the EU the Prize is untimely, given the economic and social chaos sweeping many European countries. However, Jose Manuel Barroso, president of the European Commission, gladly welcomed the award, saying that "even in tense, difficult times, the European Union remains an inspiration for countries and people all over the world." He added: "This is indeed a great honour for the 500 million citizens of Europe." The president of the European Council, Herman Van Rompuy, said the award recognised the EU as the "biggest peacemaker in history." Other nominees for this year's prize included WikiLeaks and its founder Julian Assange.

*<http://www.breakingnewsenglish.com>*



**4. Fill in the gaps with the words in the box:**

*fought* \ *horrific* \ *make* \ *unthinkable* \ *torn* \ *outstanding* \ *suffering* \ *mutual* \ *tense* \ *peacemaker* \ *sweeping* \ *nominees* \ *untimely* \

The European Union has won the 2012 Nobel Peace Prize for bringing and maintaining peace on a continent that was (1) \_\_\_\_\_ apart by (2) \_\_\_\_\_ wars in the last century. Thorbjørn Jagland, the Nobel Committee chairman, said: "The dreadful (3) \_\_\_\_\_ in World War II demonstrated the need for a new Europe. Over a 70-year period, Germany and France had (4) \_\_\_\_\_ three wars. Today, war between Germany and France is (5) \_\_\_\_\_. This shows how, through well-aimed efforts and by building up (6) \_\_\_\_\_ confidence, historical enemies can become close partners." The BBC's Gavin Hewitt said the EU was set up "to (7) \_\_\_\_\_ war impossible again on the continent". He added: "That has been the EU's (8) \_\_\_\_\_ achievement."

Critics are arguing the decision to award the EU the Prize is (9) \_\_\_\_\_, given the economic and social chaos (10) \_\_\_\_\_ many European countries. However, Jose Manuel Barroso, president of the European Commission, (11) \_\_\_\_\_ welcomed the award, saying that "even in (12) \_\_\_\_\_, difficult times, the European Union remains an (13) \_\_\_\_\_ for countries and people all over the world." He added: "This is indeed a great honour for the 500 million (14) \_\_\_\_\_ of Europe." The president of the European Council, Herman Van Rompuy, said the award recognised the EU as the "biggest (15) \_\_\_\_\_ in history." Other (16) \_\_\_\_\_ for this year's prize included WikiLeaks and its founder Julian Assange.

**Post-reading activity**

**1. Look at the words below. With your partner, try to recall how they were used in the text:**

<ul style="list-style-type: none"> <li>• bringing</li> <li>• torn</li> <li>• need</li> <li>• shows</li> <li>• impossible</li> <li>• achievement</li> </ul>	<ul style="list-style-type: none"> <li>• arguing</li> <li>• welcomed</li> <li>• tense</li> <li>• great</li> <li>• biggest</li> <li>• founder</li> </ul>
--	---

**2. Team into groups of four and discuss the questions below:**

- 1) Do you think the awarding of the prize to the EU is untimely? Substantiate your answer.
- 2) NATO probably did more to keep peace in Europe. Should it have been awarded the prize? Why do you think so?
- 3) In what ways might the EU be an inspiration to the world?
- 4) Do you think EU citizens will feel honoured by the award? Why?
- 5) What do you think of the idea of a Middle East Union, a South Asian Union or a South American Union similar to the European Union?

**3. Write about Nobel Peace Prize for 10 minutes and then swap your papers with your partner and check each other's writings.**

**Text 3. WTO hits USA**

**Pre-reading activity**

**1. Predict whether the following statements are true or false:**

- |  |       |
|--|-------|
| (a) The WTO approved a request to impose sanctions on American products. | T / F |
| (b) A similar WTO action was taken two years ago.                        | T / F |
| (c) The USA always follows WTO rulings.                                  | T / F |
| (d) The Byrd Agreement protects American companies from foreign imports. | T / F |
| (e) Mexican apple growers will be happy.                                 | T / F |
| (f) US companies receive no compensation from antidumping import taxes.  | T / F |
| (g) The WTO ruling affects peanut butter.                                | T / F |
| (h) The value of the sanctions represent a drop in the river.            | T / F |
| (i) The USA is an international trade bully.                             | T / F |

**While-reading activity**

**1. Read the text below and check your answers in Exercise 1 above. Think of the key points given in the article.**

## WTO hits USA

The World Trade Organization (WTO) yesterday approved a request from the European Union, Japan, Canada, Brazil, India, South Korea and Mexico to impose sanctions on American products. This is in retaliation for damages incurred to industries from those countries due to the US antidumping law known as the Byrd Amendment. This law was ruled illegal by the WTO two years ago, but Washington has continually ignored international requests to comply with the ruling.

The law protects American companies from foreign imports, which are sold in America at prices less than those in their country of manufacture. For example, apples produced and sold in Mexico for \$1 apiece are then sold in the USA for 80 cents. US companies receive compensation from the antidumping import taxes levied on the foreign rivals' goods in an attempt to keep the playing field level for domestic producers. Products to be affected range from live pigs to peanut butter to steel bars.

The countries are ready to hit the United States with up to 150 million US dollars in sanctions early next year if Washington doesn't comply and quickly abolish the Byrd amendment. Although this amount is a drop in the ocean, the WTO action is significant as it involves several countries taking action against America. This could start a trend among countries tired of unilateral American trade practices, and view the USA as an international trade bully.

<https://goo.gl/XzAoY7>



**2. Read the text again and match the following words 1-9 to their synonyms a-i:**

1. approve	a. follow
2. impose	b. tax
3. retaliate	c. force upon
4. ignore	d. kill
5. comply	e. OK
6. levy	f. see
7. hit	g. fight back

8. abolish	h. hammer
9. view	i. disregard

**3. Complete the following phrases 1-8 with a-h from the article:**

1. approve a	a. for
2. impose	b. level
3. in retaliation	c. compensation from
4. country of	d. request from
5. receive	e. among
6. keep the playing field	f. the ocean
7. a drop in	g. sanctions on
8. start a trend	h. manufacture

**4. Fill in the gaps with one of the words in italics given under each paragraph.**

**WTO hits USA**

The World Trade Organization (WTO) yesterday \_\_\_\_\_ a request from the European Union, Japan, Canada, Brazil, India, South Korea and Mexico to impose sanctions on American products. This is in retaliation for damages \_\_\_\_\_ to industries from those countries due to the US antidumping law \_\_\_\_\_ as the Byrd Amendment. This law was \_\_\_\_\_ illegal by the WTO two years ago, but Washington has continually \_\_\_\_\_ international requests to comply with the ruling.

*incurred      ignored      approved      known      ruled*

The law \_\_\_\_\_ American companies from foreign imports, which are sold in America at prices less than those in their country of manufacture. For example, apples produced and sold in Mexico for \$1 \_\_\_\_\_ are then sold in the USA for 80 cents. US companies receive compensation from the antidumping import taxes \_\_\_\_\_ on the foreign rivals' goods in an attempt to keep the playing \_\_\_\_\_ level for domestic producers. Products to be affected \_\_\_\_\_ from live pigs to peanut butter to steel bars.

*range      protects      field      levied      apiece*

The countries are \_\_\_\_\_ to hit the United States with up to 150 million US dollars in sanctions \_\_\_\_\_ next year if Washington doesn't comply and quickly abolish the Byrd amendment. Although this \_\_\_\_\_ is a drop in the ocean, the WTO action is significant as it involves several countries taking action against America. This could start a trend among countries \_\_\_\_\_ of unilateral American trade practices, and view the USA as an international trade \_\_\_\_\_.

*bully      early      amount      ready      tired*

### **Post-reading activity**

**1. Talk in pairs or small groups about the WTO, American trading practices, world trade, unilateralism, international trade laws.**

**2. Brainstorm American made products and write them on the board. Compare the prices they pay for these products in their country.**

**3. Tell each other the kind of trade their country does with America.**

**4. Brainstorm problems of world trade.**

A) Pairs are assigned different problems and create a series of measures to combat the problem. Change pairs and explain your problem and measures.

B) Take one problem. Half the pairs are WTO leaders, the other half are American protectionists. Brainstorm arguments to be used in a discussion. Change pairs to match WTO member / US protectionist against each other. Argue. Following the arguments, talk about your real feelings about what you said in the argument.

### **FOCUS ON SPEAKING**

#### **1. Mini-project.**

**Split into groups of 3-4 students. Each student in a group will research one organization. You need to know the names of six organizations, where and when they were formed, what area of the world the organizations cover, the goals of the organizations and what they do.**

Association of Southeast Asian Nations (ASEAN)

European Union (EU)

North Atlantic Treaty Organization (NATO)

Organization of the Petroleum Exporting Countries (OPEC)

United Nations (UN)

World Trade Organization (WTO)

**2. Work as a group. International organizations (congresses, conferences, meetings).**

Your assignment is to make a congress, conference or meeting on the current situation of the education system of our country.

**KEY VOCABULARY LIST OF THEME 2.1**

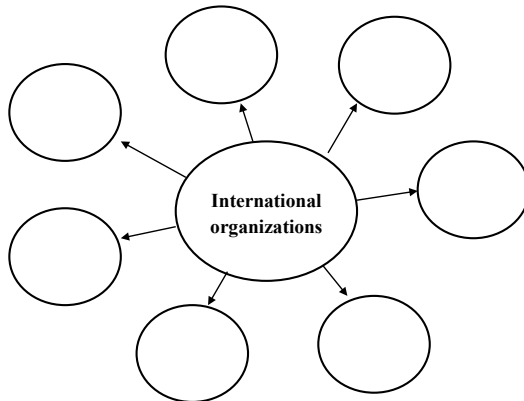
international organizations  
regional organizations  
congress  
conference  
meeting  
symposium  
colloquium  
assembly  
United Nations (UN)  
alliances  
North Atlantic Treaty Organization (NATO)  
European Union (EU)  
world bank  
World Health Organization (WHO)  
World Trade Organization (WTO)  
International Monetary Fund (IMF)  
United Nations Educational, Scientific, And Cultural Organization  
(UNESCO)  
annual conference  
occasional congress  
to call a conference  
to approve  
preliminary  
provisional  
delegate  
plenary  
credentials  
auditing  
committee  
deputy  
treasurer  
convener  
secretary



**STUDENTS' INDEPENDENT WORK**

**Theme 2.1. International organizations  
(conferences, congresses, meetings)**

**1. Fill in the following scheme on international organizations system.**



**2. Read the quotes given below. Comment on them.**

For organizations seriously committed to making teamwork a cultural reality, I'm convinced that 'the right people' are the ones who have three virtues in common - humility, hunger, and people smarts.

Patrick Lencioni

We started Kotter International to improve leaders' ability to deal with big, important transformations in organizations - and in their lives.

John P. Kotter

**3. Fill in the table by placing the acronym of the organization a-m in the column 1-4 it belongs to:**

- a) ICAO (International Civil Aviation Organization);
- b) IDA (International Development Association);
- c) IMO (International Maritime Organization);
- d) EU (European Union);
- e) IFC (International Finance Corporation);
- f) WIPO (World Intellectual Property Organization);
- g) ITU (International Telecommunication Union);
- h) IAEA (International Atomic Energy Agency);

- i) CE (Council of Europe);
- j) UPU (Universal Postal Union);
- k) IDA (International Development Association);
- l) WTO (World Tourism Organization);
- m) EFTA (European Free Trade Association)

1 COMMUNICATION, TRANSPORT AND POSTAL SERVICE	2 INTERNA- TIONAL BANK GROUP	3 EDUCATION, SCIENCE AND CULTURE	4 POLITICAL, LEGAL AND ECONOMIC ORGANIZATIONS

**Text 1. U.N. calls for help for Yarmouk**

**Pre-reading activity**

**1. Skim the text and define the main idea. Highlight the key points corresponding to the topic.**

**U.N. CALLS FOR HELP FOR YARMOUK**

The United Nations has made a plea for humanitarian access to the besieged Yarmouk Palestinian refugee camp in the suburbs of Damascus. The UN is concerned about the plight of around 18,000 Palestinian refugees holed up in the camp. Many of Yarmouk's residents fled after the group ISIS invaded last Wednesday and overran the camp. Jordan's Ambassador to the UN Dina Kavar called "for the protection of civilians in the camp" and for "humanitarian access to the area including...life-saving assistance". Another UN spokesperson Pierre Krahenbuhl described the situation as

"more desperate than ever". He said: "What civilians in Yarmouk are most concerned about right now is bare survival".

Yarmouk was established in 1957 to accommodate the huge influx of Palestinian refugees from Israel. It became home to the largest Palestinian refugee community in Syria. Before the recent ISIS incursion, around 160,000 people lived there. Life in the camp had already become intolerable for most residents following 18 months of bombing and a siege because of Syria's civil war. Many parts of the camp now resemble a ghost town, with shells of bomb-blasted buildings and a civilian population that has fled. News agencies report that ISIS now controls about 90 per cent of the camp. Syrian authorities are worried ISIS could use it as a springboard to launch attacks on the capital Damascus.

<https://goo.gl/MTRUdJ>



### **While-reading activity**

#### **1. Match synonyms:**

- |                |               |
|----------------|---------------|
| 1. plea        | a. population |
| 2. suburbs     | b. worried    |
| 3. fled        | c. outskirts  |
| 4. assistance  | d. set up     |
| 5. concerned   | e. appeal     |
| 6. established | f. look like  |
| 7. community   | g. attack     |
| 8. incursion   | h. ran away   |
| 9. resemble    | i. start      |
| 10. launch     | j. aid        |

#### **2. Phrase Match:**

- |                                |                       |
|--------------------------------|-----------------------|
| 1. in the suburbs              | a. incursion          |
| 2. Many of Yarmouk's residents | b. than ever          |
| 3. life-saving                 | c. town               |
| 4. more desperate              | d. of Damascus        |
| 5. bare                        | e. become intolerable |

- |                                 |                     |
|---------------------------------|---------------------|
| 6. Before the recent ISIS       | f. assistance       |
| 7. Life in the camp had already | g. capital Damascus |
| 8. 18 months of bombing         | h. survival         |
| 9. resemble a ghost             | i. and a siege      |
| 10. launch attacks on the       | j. fled             |

**3. Write answers to the following questions:**

- Should richer countries accept more refugees?
- In what ways do you think life in the camp is intolerable?
- Should the USA and other countries go into Syria?
- What should other Arab countries be doing to help Syrians?
- Will ISIS win?
- What in your opinion the situation will be like this time next year?
- What would happen if ISIS attacked and overran Damascus?
- What questions would you like to ask UN spokesperson Pierre Krahenbuhl?

**Post-reading activity**

**Write an invitation letter to the congress (conference, meeting). Follow the appropriate style of writing a letter, use appropriate language and vocabulary.**

**Follow-up task**

**TedTalk Speeches**

**Critical Response Writing to TedTalk Speeches**

Critical response is your reaction to the speech as a result of analyzing, interpreting and answering the questions: **How? Why? How well?**

It is not a simple plot description but writing about your reaction to this speech. It does not mean to criticize in a negative manner. It requires questioning the information and opinions and presenting your evaluation or judgment of the speech.

**The structure of a critical response**

1. **Introduction** presents the aim of the speech and summarizes the main findings or key arguments. It includes:

- name/s of the speaker/s
- title of speech

- 3) date, month it was delivered
- 4) statement of the problem or issue discussed
- 5) the speaker's purpose

2. **Critique** should be a balanced discussion and evaluation of the strengths, weaknesses and important features of the speech. Several questions should be answered:

**Analyze the speech**

- what is the speaker's intention
- what is the speaker's main point
- who is the intended audience
- what arguments are used to support the main point
- what evidence is presented to support the main point?
- what conclusions are drawn? Are these conclusions justified?

Critique part can also have recommendations for how the text can be improved in terms of ideas, research approach and information gaps.

3. **Conclusion** is usually a very short paragraph. It restates your opinion of the text and briefly presents recommendations.

**Text 2. The Government of the UK**

**Pre-reading activity**

1. **Before reading the text try to answer the questions below:**

Who is the local Member of Parliament?

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Which Party do they represent?

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Describe the ways in which people can contact the Member of Parliament.

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What is Westminster Government Responsible for?

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### **The Government of the UK**

The United Kingdom is currently governed under a Coalition Government consisting of Conservative and Liberal Democratic Parties. This type of government is formed when no party on its own achieved a majority in parliament. Both parties co-operate and blend their policies and actions into a single government approach but maintain their independent party identity. They campaign separately at elections.

Another form of government is the ‘Minority Government’– this is when a political party or coalition of parties do not have a majority of overall seats in the parliament but is sworn in to avoid a ‘Hung Parliament’.

A ‘Hung Parliament’ occurs when neither of the major political parties has an absolute majority of seats in the parliament. One or both main political parties may try to form a coalition government with smaller third parties, or a minority government in order to avoid a dissolution of parliament. Dissolution results in a fresh election.

The ‘Majority Government’ is when the governing party has an absolute majority of seats in parliament.

The Prime Minister chooses a team of people from Parliament who will run the country with him. A United Kingdom Parliament has a fixed duration of five years. At the end of the five years, a general election must take place so members of parliament can be re-elected or replaced.

The Parliament and Government mean two different things.

United Kingdom Parliament’s main roles are:

1. Examining and challenging the work of the government (*scrutiny*).
2. Debating and passing all laws (*legislation*).

3. Enabling the government to raise taxes. The United Kingdom Government runs the country. It has responsibility for developing and implementing policy and for drafting laws.

In other words:

- 1) Parliament sets the laws.
- 2) Government runs the country in accordance with these laws.

Any one over the age of 21 can be nominated to stand as a candidate for election.

**While-reading activity**

**1. Read the text and fill in the key words to define the forms of the UK government:**

A Coalition Government

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A Minority Government

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-----  
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-----  
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A Hung Parliament

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-----  
-----  
-----  
-----

Majority Government

-----  
-----  
-----  
-----  
-----

**Post-reading activity**

**1. Fill in the table by answering the questions:**

What is the name of the current Prime Minister?	
What is the name of the current Deputy Prime Minister?	
What is the duration of Parliament?	
What's the difference between <b>the</b> Parliament and <b>the</b> Government?	
Who sets the Laws?	
Who runs the Government?	
What age must you be before you can become a candidate?	
How many other parties are in the House of Commons?	



**THEME 2.2. MASS MEDIA**

**LEAD-IN**

**1. In pairs ask each other questions from this "Mass Media Report" to find out if/how Mass Media is important to you.**

**MASS MEDIA REPORT**

<b>QUESTIONS:</b>	<b>YOUR FRIEND'S ANSWERS:</b>
How do you get the news?	
Do you read newspapers or magazines more?	
How often do you read newspapers/ magazines?	
What's your favourite newspaper/ magazine?	
Do you like to watch TV?	
How much time do you spend on watching TV every day?	
What do you usually watch on TV? cartoons films (comedies/documentaries/ horror films/soap operas/ adventures) news talk/game/reality/quiz shows sport programmes	

Do you use the Internet? How often do you use the Net?	
Why do you surf the net? for playing games for talking to my friends for reading the news for finding information for downloading films/music/pictures	
IS MASS MEDIA IMPORTANT TO YOU? WHY?	

**FOCUS ON VOCABULARY**

**1. Read, practice and learn the following words and word combinations to text 1. If necessary, consult a dictionary.**

mass media / means of communications	coverage	thriller
advertise	current news / events	animated cartoon
advertising	domestic / home / news	lifestyle
advertisement	foreign / world / international news	promotion
community	shape	nonprofit
present	public opinion	publicity
comment (on)	focus (on)	network
newssheet	entertain	on-line service
b.c. (before christ)	fiction	provider
a.d. (anno domini)	movie	link
publish	broadcast	transfer
publication	broadcasting	socialize / communicate
advantage	feature film	e-mail / electronic mail
cover		

**1. Match the following words and phrases 1-10 to their definitions a-j:**

1. mass media	a. the action of providing or being provided with amusement or enjoyment.
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UNIT 2. GLOBAL COMMUNICATION AND INTERNATIONAL RELATIONS

2. advertisement	b. transmit (a programme or some information) by radio or television.
3. publication	c. a condition or circumstance that puts one in a favourable or superior position.
4. entertainment	d. views prevalent among the public.
5. broadcasting	e. the preparation and issuing of a book, journal, or piece of music for public sale.
6. lifestyle	f. present-time news events concerning important people, places, things, and ideas; also called current affairs. plural noun.
7. advantage	g. an analysis of the state of the weather in an area with an assessment of likely developments.
8. public opinion	h. a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy.
9. current events	i. the way in which a person lives.
10. weather forecast	j. any of the means of communication, as television or newspapers, that reach very large numbers of people

**2. Work with your partner and suggest the Kazakh/Russian equivalents for the following word collocations:**

to unite people all over the world, to happen in the world, to use mass media, to present and comment on news, to have advantages, to play an important social role, to shape public opinion, to contain illustrations, to focus on daily events, to provide profound analysis, to entertain readers, to broadcast foreign and domestic events, to telecast music programs, to influence the minds of people, to reflect and affect our lifestyles, to connect computers across the world, to transfer data, to socialize with other computer users, to send e-mail.

**4. Match the synonyms of the given words:**

mass media	main gist
advertisement	commonwealth
advantage	view
magazine	preference
latest news	amusement
entertainment	advertising
opinion	means of communication
main idea	current events
community	journal

**5. Make up sentences using the following word combinations:**

To give coverage of events, to inform readers of the latest news, to comment the situation, to give preference to, to vary in ways of presenting news, to contain interesting facts, to deal with, to be about, to touch upon, to be devoted to, to discuss urgent problems, to prefer entertainment to information, to present in a sensational manner, to give full attention to local events.

**FOCUS ON LISTENING**

**Pre-listening activity**

**1. You are going to listen to “Social Media Revolution”. How has the social media revolution changed the way a popular series is made? Wendy meets Samuella Benta, writer, director and star of his own show, and there’s not a television in sight.**

*<https://goo.gl/NBrHK8>*



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

- |   |                       |  |
|---|-----------------------|--|
| 1 | a device              | a. websites or applications that allow users to share and create content such as ideas, pictures, videos, messages, etc. with online users |
| 2 | the film crew         | b. an object or machine that is made for a specific purpose  |
| 3 | a dedicated following | c. the group of people involved in producing a film  |
| 4 | the main protagonist  | d. to introduce a new product or service   |
| 5 | social media          | e. loyal and supportive fans   |
| 6 | to launch             | f. the main character  |
| 7 | word of mouth         | g. comments from viewers   |
| 8 | audience feedback     | h. informal advertising when one person tells another person about a product or service  |

**While-listening activity**

**1. Circle the best option to complete these sentences:**

1. Devices like mobile phones have created *a tempting distraction / an easy way to get directions / a media revolution*.
2. All about the McKenzies is a *documentary / comedy series / game show*.
3. All about the McKenzies is *cheaper to make than normal TV / expensive to film but cheap to distribute / filmed on mobile phones*.
4. Samuell's programme started as *an idea on Facebook / a video he made with his friends / an advert for his website*.
5. Al from Vice magazine thinks that using online media *is no different to being a classic publisher / allows you to be closer to your audience / is the future of film and television*.
6. They are currently filming series *one / two / three*.
7. The cast and crew of All about the McKenzies say that social media helps them *find work / advertise the programme / find new staff*.
8. Wendy says that the thousands of new programmes available online mean you have to *choose the best ones for you / spend a lot of time watching them / have a powerful internet connection*.

**2. Complete the gaps with a word from the box:**

*For*            *to*            *on*            *up*  
*About*        *with*        *of*            *as*

1. Wherever we are, thanks \_\_\_\_\_ devices like these, we can all feel connected.
2. What's unusual here is that this programme isn't being made \_\_\_\_\_ TV.
3. All about the McKenzies was launched \_\_\_\_\_ YouTube.
4. With the help of social media sites like Twitter and Facebook, it has built \_\_\_\_\_ a dedicated following.
5. So tell me \_\_\_\_\_ All about the McKenzies.
6. Vice started twenty years ago \_\_\_\_\_ a magazine but has become one of the leading youth brands in the world.
7. I get 80% of my work through social media. It's all word \_\_\_\_\_ mouth.
8. I can put pictures of my work so that, you know, if it's something they like, they can get in contact \_\_\_\_\_ me.

**Post-listening activity**

**1. Discuss with your partner:**

- Would you like to be involved in making a show?
- What kind of programme would you make?
- What would your role be?

**FOCUS ON READING**

**Text 1. Press and Broadcasting**

**Pre-reading activity**

**1. Discuss the following questions in pairs or in small groups:**

- 1) What images spring to mind when you hear the word 'media'?
- 2) What is the media?
- 3) Do you think the media have too much power?

- 4) What are the good and bad things about the media in your country?
- 5) Do you like the fact that today, media coverage of world events is instantaneous and extensive?
- 6) What do you think about countries that ban or restrict the media?
- 7) Do you always believe the media?
- 8) Is the media of your country biased towards the views of your government over the war on terror?
- 9) How is today's media different from that of 30 years ago?
- 10) Can you think of any examples of the media being irresponsible?

### **While-reading activity**

- 1. Read Text 1 paying attention to the key points.**
- 2. Find the definition for Mass Media.**
- 3. Express your agreement or disagreement with the author's opinion.**

### **Press and Broadcasting**

The main feature of modern civilization is mass media or means of communication. The media include press (newspapers, magazines), and broadcasting (television, radio, advertisement and Internet). Mass media unite people all over the world into one global community.

People can learn about what is happening in the world very fast using mass media. The earliest kind of mass media was newspaper. Newspaper is a publication that presents and comments on the news.

The first newspaper was Roman handwritten newsheet called "Acta Diura" started in 59 B.C. The first printed newspaper was Chinese publication called "Dibao" started in A.D. 700's. The first regularly published newspaper in Europe was "Avisa Relation" or "Zeitung", started in Germany in 1609.

Newspapers have certain advantages over other mass media – magazines, television, radio, advertisement and Internet. Newspapers cover much more current news, comment faster and play an important role in shaping public opinion. Magazine is a collection of articles and stories and usually contains illustrations. Magazines do not focus on daily events. They provide a profound analysis of the events of proceeding week and information on a

wide range of topics such as business, culture, hobbies, medicine, religion, science and sports. Some magazines entertain their readers with fiction, poetry, photography, or articles about TV or movie stars.

Television is the most exciting and entertaining kind of mass media. It brings moving pictures and sounds from around the world into millions of houses. The name “television” comes from a Greek word “tele” meaning “distance” or “far”, and a Latin word “video” meaning “to see”, so the word “television” means “to see far”.

TV broadcasts foreign and domestic news, music programs, educational and sport programs, weather forecasts, advertisements, feature films, thrillers, detectives, animated cartoons. Radio is one of the most important means of communication. The most widespread and familiar use of radio is broadcasting. Radio broadcasts music, news, interviews, discussions, descriptions of sports events, advertising, weather forecasts. Music is the chief kind of radio entertainment. Advertisement is a form of communication which influences the minds of the people to whom it is addressed. Advertising both reflects and affects our very lifestyles and thus plays a substantial social role.

So advertising is defined as any paid form of nonpersonal presentation and promotion of ideas, goods, or services through the mass media by an identified sponsor.

Sponsors may be a nonprofit organization, a political candidate, a company, or an individual. Advertising differs from news and publicity since an identified sponsor pays for placing the message in the media.

Internet or Net is a vast global network of networks connecting computers across the world. These networks range from government departments, industrial and educational communication systems down to personal on-line service providers.

At present more than 35 million people use the Internet and over four million computers worldwide are linked in. They use the Net for transferring data, playing games, socializing with other computer users, and sending e-mail (electronic mail).

*<https://www.google.ru>*





### **Post-reading activity**

**1. In groups of three/four put questions to all parts of these sentences, then discuss.**

1. Mass media are means of communication designed to reach large numbers of people.

2. The press is printed periodicals.

3. Newspaper is a publication that presents and comments on the news.

4. Magazine is a collection of articles and stories and usually contains illustrations.

5. Television is an electronic system of transmitting changing images together with sound along a wire or through space by converting the images and sounds into electrical signals.

6. Radio is communication by use of electromagnetic waves without a connecting wire, that's the technique of use of electro-magnetic waves for wireless transmitting of sound.

7. Advertisement is such form of communication which influences the minds of the people to whom it is addressed.

8. Internet or Net is a vast global network of networks connecting computer across the world.

**2. Complete the following sentences with the appropriate words:**

1. The mass media or mass communications include ... 2. The earliest kind of mass media was ... 3. Newspaper is ... 4. Newspapers have certain advantages over ... 5. Magazine is ... 6. Some magazines entertain their readers with ... 7. Television is ... 8. The name "Television" comes from ... 9. TV broadcasts ... 10. Radio is ... 11. Radio broadcasts ... 12. Advertisement is ... 13. Internet is ...

**3. Give definitions to the following terms:**

Mass media, press, newspaper, magazine, broadcasting, television, radio, advertisement, Internet.

### **Text 2.**

### **Pre-reading activity**

**1. Discuss the following questions in pairs or in small groups:**

1) What are your favorite newspapers and magazines?

2) What do newspapers inform readers about?

- 3) What newspapers and magazines have you subscribed to this year?
- 4) What events have been closely followed by newspapers lately?
- 5) What kind of magazines do you like?
- 6) What newspapers and magazines inform readers of the life of youth?
- 7) Do you read any scientific journals?

### **While-reading activity**

#### **1. Read Text 2 and suggest a title.**

Every day we read newspapers and magazines, listen to radio and watch TV. Nowadays there are so many newspapers and magazines, radio stations and TV channels that we have to be very selective and give preference to some of them.

The newspapers contain and give coverage of home and foreign news. Their publications deal with burning problems of our history, latest events and forecasts for future. They also touch upon cultural, sport news. We like the way they present different points of view, approaches to the problems. People subscribe to some periodicals, so they are subscribers. We buy some of newspapers and magazines in a kiosk. We often listen to radio, especially in the morning. They broadcast much news and music. We like to listen to weekend programs, some of them are very amusing and entertaining.

As to the TV, it is a kind of entertainment and is of great educational value. Present-day TV is multi-channel. People can choose the program they like best of all. Those who like music can listen to various concerts because it is difficult to imagine our life without music.

Some people prefer folk songs, others are fond of symphonies or chamber music. There are also admirers of classical opera, modern music, jazz, light and popular music.

Some programs broadcast interviews with famous travelers, scientists, journalists. The TV tellers are used to describing interesting facts, traditions and customs of different continents.

Weather forecast programs are the most popular with our people.

Staying at home fans can watch football or hockey matches.

The youth adore thrillers, detectives which make their hair stand on end. Some of them are interested in feature films.

Children are keen on watching animated cartoons.

We get much information and become better informed and cultured by watching TV. TV helps people relax.

Unfortunately, all telecasts are cut off by advertisements. You know TV draws income from advertising.

And the problem is that TV prevents us from communicating with each other, developing hobbies. People begin to forget the art of conversation. Many of them no longer read books watching TV for hours. Watching TV may lead to poor health through lack of sleep, rushed meals, lack of exercises. The same is true of being captivated by computers.

<https://goo.gl/vwGwen>



### **Post-reading activity**

**1. Discuss the following questions in small groups. Justify your answers with facts and examples:**

- 1) What radio programs do you prefer to listen to?
- 2) Do you watch TV every day?
- 3) What TV programs are most popular with the young people in our country?
- 4) What is your favorite TV program?
- 5) What is this program devoted to?
- 6) What educational programs do you like?
- 7) What are the advantages and disadvantages of television in your opinion?
- 8) Do you like or dislike advertisement?

**2. Give a summary of Text 2. Focus only on the main points.**

### **FOCUS ON LISTENING**

#### **Pre-listening activity**

**1. In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring. Have a chat about the topics you liked. Change topics and partners frequently.**

traditional / news media / come to fruition / project / download / unbeatable price / particularly interested / exciting project / device / broadsheet / tablet / origami / iPad

**While-listening activity**

**1. Listen to the recording about “Digital Newspapers on Their Way” and fill in the gaps:**

Traditional and digital news media \_\_\_\_\_ produce daily newspapers on iPads. This is if the plans of Apple owner Steve Jobs and newspaper mogul Rupert Murdoch \_\_\_\_\_. Industry rumours say the new newspaper will be called “The Daily”. There might even be a name to replace newspaper, \_\_\_\_\_, of course, be paperless. There will be no print edition or even a Web edition of this new media. It \_\_\_\_\_ to the iPad or alternative tablet for an unbeatable price of 99 cents a week. Messrs Jobs and Murdoch maybe onto a winning thing here. The Apple \_\_\_\_\_ to be able to deliver digital news and Mr Murdoch owns the world’s biggest news corporation. They \_\_\_\_\_ knowing what people want.

There are reports that Murdoch \_\_\_\_\_ in the iPad and how popular it is. He told Fox Business this week that The Daily was his “Number one most exciting project.” He \_\_\_\_\_ will prefer to read the news \_\_\_\_\_ than a traditional broadsheet newspaper. There are advantages of the tablet over a paper, such as the lack of origami-style gymnastics \_\_\_\_\_ on a crowded train, or avoid the corner getting soaked in milk at the breakfast table. Other \_\_\_\_\_ an iPad include the higher level of interactivity \_\_\_\_\_ news. Another advantage for Mr Murdoch and his News Corporation is that he could increase revenues by selling \_\_\_\_\_ for the iPad.

<https://goo.gl/ujfsjr>



**Post-listening activity**

**1. Pair up to discuss the questions below:**

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

a)	What did you think when you read the headline?
b)	What springs to mind when you hear the word ‘newspaper’?

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c)	How important are newspapers to you?
d)	What are your “news-gathering” habits?
e)	Do you prefer to get news via newspapers, TV or the Internet?
f)	What do you think of the iPad Daily News idea?
g)	Do you think iPad news will eventually replace newspapers?
h)	What do you think of the price of 99 cents?
i)	Do you think Steve Jobs has a knack of knowing what people want?
j)	Do you think digital news will change your lifestyle in any way?

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

- Did you like reading this article?
- Why do you think the iPad is so popular?
- What are the annoying things about newspapers compared with digital devices?
- Would you miss newspapers if they completely disappeared?
- What new things would you like to see in the news?
- How much interactivity do you need from a device like an iPad?
- What’s your favourite newspaper and why?
- What’s the difference between the news in a newspaper and that on TV?
- Why is news important?
- What questions would you like to ask Steve Jobs?

<https://goo.gl/ujfsjr>



### FOCUS ON READING

#### Text 3. Newspapers Circulation and Financing

##### Pre-reading activity

#### 1. In pairs discuss the given statements and express your opinion:

- The newspaper industry is struggling in the developed economies
  - Impact of market changes on the value chain of the news media
  - Generating news: Networked journalism. Media agencies and PR
- Do they have to change, too?

### While-reading activity

#### 1. Scan the text and guess the meaning of the words in bold.

##### **Newspapers Circulation and Financing**

The British are a great nation of readers and, with sales of national newspapers averaging around 15 million copies on weekdays and almost 18 million on Sundays (besides the provincial daily newspapers and the daily evening newspapers that most towns and cities have), only in Japan there are more newspapers sold per person than in Britain. The term ‘newspaper’ can only be loosely applied to the top-selling **dailies**, however, as the **tabloids** contain mainly coverage of ‘human’ news and scandals, particularly sexual, as opposed to political and economic matters, which are covered in depth in the larger **quality** newspapers. Several of the tabloids even contain pictures of nude girls on page three (Samanta Fox is a famous ‘Page Three Girl’). An interesting recent development has been the launching of two ‘quality’ weekly newspapers – The Indy and the Early Times – especially for younger readers.

Newspapers in Britain are not subsidized (although the greatest source of income is advertising) and there is no fixed price. They are financially independent of any political party and any political bias results from traditional positions and the influence of the owner. A worrying development has been the concentration of many of the newspapers in the hands of some owners.

*<https://www.google.ru>*



#### 2. Divide the text into logical parts and write a topical sentence for each part.

### Post-reading activity

#### 1. Write a short summary of Text 3. Use the introductory patterns given below:

1. The first passage deals with ... 2. It is quite obvious that ... 3. I'd say that it is (not) ... 4. As far as I know ... 5. According to the information

I have ... 6. You must admit that ... 7. It is stated that ... 8. It is also mentioned ... 9. I am bound to say ... 10. As a matter of fact, ...

**2. Write key questions to Texts 1, 2, 3. Discuss them with your groupmates.**

#### **Text 4. The Press in the United Kingdom**

##### **Pre-reading activity**

**1. Look at the headline of the text and get ready to make reports on the following:**

- 1) UK as a Media State;
- 2) New Press Developments;
- 3) Freedom of the UK Press;
- 4) British Broadcasting System.

##### **While-reading activity**

**1. Read the text below and write out all the terms referring to the topic “Press”.**

#### **The Press in the United Kingdom**

A quality paper is a serious national paper that aims at the educated reader. Quality papers contain detailed news coverage and comment, authoritative editorials, a wide range of topical features written by experts in their field, arts and literary reviews and much professional advertising. The quality papers are “The Times”, “The Guardian”, “The Independent”, “The Daily Telegraph” and “The Financial Times”.

A popular paper is a newspaper whose format and content is designed for the understanding reader. Most popular papers are tabloids, i.e. papers with small-size pages (conventionally about 30 cm by 40 cm). They have brief and direct news reports and a large number of photographs. Emphasis is put on personal stories (especially sensational, or involving a figure in the public eye such as a member of the royal family), and importance is also given to sports and to entertaining features such as cartoons and contests.

Newspapers in Britain are mostly owned by individuals or by big publishing companies called the “empires”, not by the government or political parties. The editors of the newspapers are usually allowed considerable freedom of expression. This is not to say that newspapers are without political bias. The political tendency of quality papers varies

from conservative (“The Daily Telegraph”) or independent/ conservative (“The Times” and “The Financial Times”) to centre (“The Independent”) and liberal (“The Guardian”). Popular tabloids like “The Daily Express”, “The Daily Star” and “The Sun”, for example, usually reflect conservative opinion in their comment and reporting, while “The Daily Mirror” has a more left-wing bias.

In addition to national daily newspapers there are nine national papers published on Sundays. Most of “Sundays” contain more reading matter than daily papers, and several of them include “colour supplements” – separate colour magazines which contain photographically-illustrated feature articles. There is also quite a number of regional papers – usually evening papers or weeklies.

*<https://goo.gl/n2r5JC>*



### **Post-reading activity**

**1. With your partner discuss main points of the text. Substantiate your views by examples.**

### **Follow-up**

**1. Socratic seminar on the topic “Social networks bringing down productivity at workplace”.**

Guidelines: Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.

2. Show respect for differing ideas, thoughts, and values--no put-downs or sarcasm.

3. Allow each speaker enough time to begin and finish his or her thoughts—don’t interrupt.

4. Involve others in the discussion, and ask others to elaborate on their responses (use “Academic Language Scripts”).

5. Build on what others say: ask questions to probe deeper, clarify,



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paraphrase and add, synthesize a variety of different views in your own summary.

6. Use your best active listening skills: nod, make eye contact, lean forward, provide feedback, and listen carefully to others.

7. Participate openly and keep your mind open to new ideas and possibilities.

8. Refer to the text often, and give evidence and examples to support your response. Example: “The author has clearly stated in line 22 that...”

9. Discuss the ideas of the text, not each other’s opinions or personal experiences.

10. Take notes about important points you want to remember or new questions you want to ask.

*(For more information on Socratic seminar turn to pp. 121-123 of this coursebook)*

**KEY VOCABULARY LIST OF THEME 2.2**

mass media / means of communications	to vote for a resolution
advertise	to vote against a resolution
advertising	negotiations, talks n (pl) (on)
advertisement	to hold negotiations (talks), to conduct negotiations (talks), to negotiate
community	to interrupt negotiations (talks), to break off negotiations (talks)
present	to resume negotiations (talks)
comment (on)	top-level talks, summit talks
newsheet	round-table talks
b.c. (before christ)	agreement (on) n
a.d. (anno domini)	under the agreement
publish	a long-term agreement
publication	an agreement for the years 1967-1970
advantage	to conclude an agreement
cover	to reach an agreement
coverage	to sign an agreement
current news / events	to cancel an agreement, to annul an agreement
domestic / home / news	treaty (on) n
foreign / world / international	to conclude a treaty
news	to ratify a treaty
shape	to sign a treaty
public opinion	to violate a treaty
focus (on)	understanding n
entertain	deep understanding
fiction	mutual understanding
movie	in the atmosphere of respect and mutual understanding
broadcast	stress, emphasize v
broadcasting	point out v
feature film	to draw up (drew, drawn), to work out
thriller	to submit for consideration
animated cartoon	to submit a resolution (an agreement, a treaty) for consideration
lifestyle	to come into force, to enter into force
promotion	according to, in accordance with prp
nonprofit	to face a question, to confront a question
publicity	the questions confronting (facing) the conference
network	proposal n
on-line service provider	to advance a proposal, to put forward a proposal
link	to adopt a proposal, to accept a proposal
transfer	to approve (of) a proposal
socialize / communicate	to disapprove (of) a proposal
e-mail / electronic mail	to reject a proposal
to adopt a resolution, to carry a resolution	
to approve (of) resolution	
to disapprove (of) a resolution	
to reject a resolution	

## STUDENTS' INDEPENDENT WORK

### Theme 2.2. Mass Media

#### Challenge Task 1. Video documentary for a video contest

##### **Assignment:**

It's a teamwork of 3 students who need to create a short (5-7 minute) video documentary on various topics related to Internet addiction, mass media, freedom of speech, social networks, video games, newspapers, magazines, advertisement.

##### **Helpful tips on creating a successful video:**

1. Pick the topic you are most excited about. It is much easier to come up with a good idea for your video if you are truly passionate about the message, and finding a solution.
2. Do your research. The best videos use strong facts/statistics as supporting evidence from a variety of sources.
3. Follow the writing process – brainstorm, plan, draft (storyboard, script), revise, edit, and produce a final product.
4. Be clear and concise in your video – 5 minutes go by quickly.
5. If your video includes people talking, be sure they speak slowly and clearly so that viewers can understand. Make sure to enunciate your words.
6. Be creative. You can use video, skits, pictures, voice over, music – the sky is the limit! Get your friends involved and collaborate to make an even better project.
7. Choose an audience for your video. Target your solution to be relevant to them.
8. Have fun! This is a great opportunity to learn more about media issues, and it should be a fun project for you and your friends.

##### **Assessment:**

Content quality: Video should clearly make the connection between mass media and the chosen topic – 30%

Memorable/Creative: Video should be creative and keep the viewers' attention – 30%

Research: Students should make researches and include at least three solid arguments/facts/statistics from credible sources to the video – 20%

Teamwork: Every team member is involved, each team member contributed to the project – 10%

Production: Overall quality of production (including visual and sound elements)? – 10%

<https://goo.gl/6LXKYb>



### **Challenge Task 2. Interview Assignment**

The purpose of this assignment is to provide students with a practical exercise in information gathering interview skills while at the same time providing them with some information about possible career choices.

#### **Helpful tips on the task:**

- Locate a person (not a friend, family member, or direct supervisor) who currently holds approximately the same job and title that he or she hopes to hold in five years.

- Schedule a fifteen to twenty-minute interview with this person. The student is the interviewer; this is NOT a fake job interview; it is a practical information-seeking interview in which the student hopes to find out everything possible to help them prepare for that position.

- **Here is a list of just a few of the questions that might be asked. You should prepare a list of questions yourself using suggestions from the text:**

- *Exactly what does your job entail?*
- *What are the educational requirements for the position?*
- *What do you like the most (or least) about the job?*
- *What future changes do you see in this field?*

These questions are only a beginning, you will certainly want to develop others so that you have a full sense of the demands and responsibilities of the position held by the interviewee and the nature of their field.

- **Basis for Evaluation**

After the interview has occurred, write a 1-2 page typewritten paper in which you discuss the nature of the position and the person interviewed, list the questions you prepared for the interview, give a brief analysis of the interview itself, and discuss your strengths and weaknesses as an interviewer.

**Please attach a business card from your interviewee to the paper.** If your chosen person does not have a business card, ask if they would simply write a note to you confirming that the interview had take place. In that case, include the note with the paper.

*Be sure to engage in proper interview etiquette by sending a thank you note to your interviewee for their time!*

<https://goo.gl/c6ox4U>



### Challenge Task 3. TED talk assignment

**Assignment:** This assignment is designed to use all techniques that you learned this term and deliver another speech in TED style. You will develop a “TED” style talk (“TED” stands for Technology, Entertainment, and Design) that blends storytelling, research, oral performance, and images to convince an audience of some key idea or perspective.

#### **Requirements:**

Your TED talk must:

- be 7-10 minutes in length
- include a storytelling component at some point
- be "memorized" (no notes)
- be delivered in an engaging manner to a live audience

#### **Assessment criteria:**

*Your speech will be evaluated based on the following criteria:*

**Purpose/Focus (20%):** How clearly articulated is the “point” of the presentation? Do audiences know what they’re supposed to take away from the presentation? Is the topic fresh and exciting?

**Organization (20%):** Is the speech easy to follow, with adequate transitions to link the important pieces together? Does the discussion unfold in a logical and interesting sequence?

**Development (20%):** Is adequate evidence, examples, and reasoning provided to support important points? Does the discussion reveal the complexity and larger conversation surrounding the topic?

**Delivery (20%):** Does the speaker show passion for the topic? Do all of the elements of the presentation work seamlessly together?

**Clarity/Accuracy (20%):** Is the word choice precise and vivid? Are sentences appropriately varied in length?

#### **Speech topics:**

1. The year that has changed me...
2. 3 people (movies/situations) that have changed me
3. My life philosophy
4. If I had a chance to change something in my life, I would...
5. My biggest achievement so far...
6. When I close my eyes...
7. I’m not who you think I am
8. Life is like a box of chocolates
9. My life principles
10. I’m not who I thought I was
11. Other



<https://goo.gl/PuVg3g>

**UNIT 3: KAZAKHSTAN AS A CRADLE OF  
STABILITY AND PEACE**

**Theme 1: Kazakhstan as a Host of Major  
Multilateral Platforms  
(4 hours)**

**WARMING-UP ACTIVITY:**

**1. Draw a MIND MAP on the topic “Global engagement of Kazakhstan”. Add these positions to your mind maps:**

- platforms are the main tool of the international cooperation in many areas and their types
- involvement of Kazakhstan in key global social and political affairs
- the reasons for being engaged globally

**2. BUZZ LECTURE:** Using the Mind Map, discuss the following statements and report out key ideas and findings from your discussion. Say which ones you agree/disagree with most and explain what they mean.

The world has never been so complex and challenging, and this is precisely why multilateralism has never been so important. I am convinced that the future of multilateralism, while facing many uncertainties, is bright, because there is no other choice.

**(Director General of  
UNESCO Irina Bokova)**

“Humanity needs to move from a focus on routine conflict prevention and post-conflict rehabilitation to a new development strategy which would make such conflicts senseless.”

**(President of Kazakhstan  
Nursultan Nazarbayev)**

Kazakhstan’s foreign policy in general and its multilateral relations in particular has since early days expressed a clear logic: to establish itself as a reliable and constructive international actor.

**(By Johan Engvall and  
Svante E. Cornell)**

The beating heart of international order and a rules-based multilateralism, the UN is the only universal platform where new ideas can be transformed into norms and where global action can be both credible and legitimate.

**(Director General of  
UNESCO Irina Bokova)**

### 3. VOCABULARY TASK.

Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say in what situations or contexts they are used. Use them in your own sentences or situations.

abolition	қолдаушы, жақтаушы/сторонник
accumulation	жинақ, қор/накопление
acquisition	парламент мүшесі/рядовой член парламента
ad hoc	жеңуші жақ, тарап/побеждающая сторона
advocate	бөлінген жарна/начисленные взносы
affiliation	стратег-теоретик/теоретик стратег
alien	жәрдемақы/пособие
armchair strategist	қосылу, мүшелік/присоединение, членство
assessed contributions	сайлау бюллетені/избирательный бюллетень
local authorities	жауап реакциясы/ответная реакция
back-bencher	жергілікті басшылық, әкімшілік/местные власти
backlash	аранғы/специальный
ballot	шетелдік, шетел азаматы/иностранец
bandwagon	алу, табыс/приобретение
benefit	жою, тарату/ликвидация, отмена

### READING ACTIVITIES

#### PRE-READING TASK:

#### Task 1. Scientist-Politician-

**Poet:** Describe the following words from the text assuming one of the given roles:

a) a scientist; b) an economist; c) a politician; d) a poet; e) a translator

How would a scientist/politician/economist/poet describe this word?

How would you describe it?

**List of words:** *food security, contributor, peacekeeping mission, transnational threat, microcosm, transport corridor, middle-income country, resolution, vanguard.*

#### To make it clear!

❖ **Connotation** is the emotional and imaginative association surrounding a word.

❖ **Denotation** is the strict dictionary meaning of a word.

**Task 2. Word Meanings: Denotation and Connotation.** Work in pairs, use dictionaries and Internet resources to collect literal and figurative meanings for the following words from the text:

Words	Denotative meanings	Connotative meanings (positive or negative associations)
stance		
obligation		
challenge		
spirit		
family of nations		
outstanding		
seat		
land-locked country		
revenue		
war-torn country		
commitment		
cornerstone		
durable		

**WHILE-READING TASK:**

**Task 3. Read the text applying the strategy INSERT and code the text by using the following symbols in the provided column:**

- √ Something you already knew – “I knew that!”
- ? Something you don’t understand – “I thought differently”
- Something different from what you thought, confuses you – “I don’t understand it”
- ! Something you didn’t know – “I didn’t know that!”

**KAZAKHSTAN’S ROLE IN WORLD PEACEKEEPING AND SECURITY**

<p>Kazakhstan nowadays plays an active role as a regional leader and global partner in matters of energy and food security, as well as a valuable contributor to international peacekeeping</p>	
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missions, taking seriously its international obligations in the fight against transnational threats. In the author's view, Kazakhstan's pro-active stance in mediation and confidence-building in Eurasia is closely intertwined with its inner policy of tolerance, interethnic and interreligious cooperation.

As the ninth largest country in the world, with a rich and diverse history spanning more than two thousand years, modern Kazakhstan in two and a half decades of independence and sovereignty has proven its diplomatic capabilities to address and solve some of the most difficult issues on the global peace and security agenda. As a regional leader and global partner in matters of energy and food security and a valuable contributor to international peacekeeping missions my country wishes to bring its unique experience and expertise to bear on some of the pressing challenges currently facing the United Nation's Security Council.

Home to over 130 nationalities and ethnic groups, my country is a microcosm of the United Nations. In the spirit of a committed and principled partner in the family of nations, in September 2013 the Republic of Kazakhstan announced its bid to become a non-permanent member of the UN Security Council in the years 2017- 18. This bid is aimed at four targets: food security, water security, energy security and nuclear security. And hence it is appropriate to underline that Kazakhstan had been at the vanguard of nuclear disarmament and it is worth to remind of President Nursultan Nazarbayev's historic decision to close the second largest nuclear test site in the world and give up voluntarily the world's fourth largest nuclear arsenal.

Along with other countries in the region, Kazakhstan has established Central Asia as a nuclear weapon-free zone, which entered into force in March 2009. Kazakhstan has also initiated the development of a Central Asian action plan to strengthen nuclear security, prevention of nuclear

proliferation and nuclear terrorism. In December 2009 at the initiative of Kazakhstan, the UN General Assembly adopted resolution 64/35, declaring the 29th of August as the International Day against Nuclear Tests. Active ongoing engagement with the International Atomic Energy Agency, the Comprehensive Nuclear-Test-Ban Treaty Organization demonstrates the country's outstanding leadership and strong commitment to non-proliferation.

The long-term goals and strategic priorities of Kazakhstan adhere to a balanced and consistent multilateral foreign policy, aimed at further strengthening relations with the UN and other international organizations. Within this context, the country had successfully chaired a number of key multilateral organizations: the OSCE in 2010, hosting the Astana Summit, Ministerial Conference of the Organization for Islamic Cooperation in 2011, resulting in creation of the OIC Institute for Food Security and the OIC Commission on Human Rights; the Conference on Interaction and Confidence-building in Asia, initiate« by the President of Kazakhstan Nursultan Nazarbayev during the 47th session of GA; the Shanghai Cooperation Organization in 2010-2011; Kazakhstan is also active in the Cooperation Council of Turkic speaking countries.

Today, as it has been mentioned above, Kazakhstan is a first-time candidate, running a campaign for a non-permanent seat in the United Nations Security Council for the next two years. To this end, I would say, it is the right time and the right place to outline a few more details related to the contribution of Kazakhstan to global peace and security, human rights, rule of law, and sustainable development. Kazakhstan is a stable, progressive and peaceful middle-income country with one of the world's fastest growing economies, achieving Millenium Development Goals and international standards. The country is one of the key players in the Eurasian security community with

its pro-active stance in mediation and confidence-building in Asia. Being the world's largest land-locked developing country, Kazakhstan is playing an active role in the realization and implementation of the new international Silk Road Project. Today this powerful transport corridor passes through five vast regions of the country earning not only revenues to the budget of the Republic but also strengthening peace and economic security in the whole Eurasian space. Kazakhstan supports the increasingly diverse mandates of peacekeeping missions with a strong focus on peace-building activities in war-torn countries and their reintegration into regional and international structures. Kazakhstan adheres to the position that the use of force to promote peace must remain a last resort, in accordance with the provisions of the UN Charter.

Kazakhstan is a strong supporter of UN peacekeeping operations and maintains a clear position that these operations have to be carried out only in accordance with the UN Security Council resolutions and in strict compliance with the international law. Kazakhstan takes seriously its international obligations in the fight against international threats. As part of its commitment to implementing UN resolutions, the country works closely with the Anti-Terrorism Committee of the Security Council, and has joined the multilateral combat against terrorism and transnational crime, illegal trafficking of drugs, arms and human beings. It is also worth to mention that the country is strongly committed to strengthening the rule of law and good governance as seen in its close work with the UN, the OSCE and the Council of Europe in order to undertake further democratic reforms. The 2013 election to the UN Human Rights Council for three years is a reflection of the country's determination to make human rights and democracy, the rule of law and fundamental freedoms the cornerstone of progressive development at home and internationally.

As one of the most multi-ethnic countries in the world with 140 ethnical and 17 confessional groups, Kazakhstan has achieved durable peace, stability, and also initiated an ongoing international inter-religious platform, organized every three years, through the Congress of Leaders of World and Traditional Religions, held five times in Astana between 2003 and 2015. At the initiative of Kazakhstan the UN took decision on proclamation of an International decade for the rapprochement of cultures from 2013 to 2022.

Since development, environmental protection and security are interrelated, Kazakhstan has been promoting the “Green Bridge” Partnership Program initiated by Kazakhstan at Rio+20 UN Conference on Sustainable Development. Realizing that energy will have an increasing impact on our collective future security, Kazakhstan has chosen the theme “Future Energy” for Expo 2017 to be hosted in Astana.

We support the principle of fair and equitable geographical rotation and adequate representation of all Member States of the Asia-Pacific Regional Group on the Security Council. It is clear that the vast Central Asian region will remain strategically and vitally important on the global agenda. We believe the priorities and challenges of this region will be represented in the Security Council and Kazakhstan is ready to play this role.

*by Adil Akhmetov, Member of the Elders' Council of Turkic speaking countries' Cooperation Council Source:*



*<http://e-history.kz/en/contents/view/5108>*

**POST-READING TASK:**

**Task 4. Having finished doing the INSERT strategy, share the key results and findings on the text with your groupmates.**

**Task 5. Group-work:** Design a **FACTSHEET** based on the content of the text. A factsheet should profoundly summarize the text content.

**Here are the steps to follow when creating a fact sheet:**

*Step 1.* One page is the best, in order to make it readable, use a poster paper

*Step 2.* As a group activity, have each member write one to two sentences about what the fact sheet should focus on, then have a group discussion to come to an agreement on a final focus based on the content of the text.

*Step 3.* Brainstorm a list of facts, and note where the facts might be found in the text. Then narrow the list down to 10 facts, and decide how to present each fact in the factsheet.

*Step 4.* Design the fact sheet. Your fact sheet could be a simple list of the facts, or it could be a visual representation. Work as a team to edit the fact sheet to make sure all the information is communicated clearly.

*Step 5.* As a team, be ready for the oral presentation of the factsheet.

**Task 6.** Your teacher has asked you to bring to class a news report about landmark events regarding education, culture, politics and religion that were held in Kazakhstan. Prepare a detailed report of the chosen news following the tips for writing a news report.



*Read more at <https://www.wikihow.com/Write-a-News-Report> or see the annex 1.*

**Task 7. Speak on the membership of Kazakhstan in the following international organizations. Dwell on the aims and functions of given international organizations.**

- Eurasian Economic Union (EEU)

- International Monetary Fund (IMF)
- The Collective Security Treaty Organization (CSTO),
- Organization for Security and Cooperation in Europe (OSCE)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- World Health Organization (WHO)
- World Trade Organization (WTO)
- United Nations Children’s Fund (UNICEF)
- The Shanghai Cooperation Organization (SCO)
- The North Atlantic Treaty Organization (NATO)
- Organization of Islamic Cooperation (OIC)

**Task 8. Translate these acronyms into Kazakh/Russian. What are the ways of rendering acronyms in translation and interpretation practice?**

**VIDEO LESSON ON THE THEME  
“SYRIA TALKS IN ASTANA AIM FOR LASTING  
CEASEFIRES”**

**PRE-WATCHING TASK:**

**Task 1. Explore the pictures. Choose one of them and answer the following questions:**

- Knowledge: *What items or people can you name with the vocabulary you know?*
- Comprehension: *What is happening in the photo?*
- Application: *What one sentence caption would you write?*
- Analysis: *Where do you think they are?*
- Synthesis: *What might they be thinking?*
- Evaluation: *What kind of emotions and feelings does this photo evoke? Why?*

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE



#### Task 2. Handling new vocabulary from the video.

Match the terms or words, collocations from the video to the right definition and give Russian/Kazakh equivalents

№	Words		Definitions	Equivalents
1	implementation plan	A	It is an arrangement in which countries or groups of people that are fighting each other agree to stop fighting	
2	de-escalation zone	B	It is a government that is temporarily set out to prepare the way for a permanent government	
3	ceasefire	C	It describes how the information system will be deployed, installed and transitioned into an operational system. This document contains an overview of the system, a brief description of the major tasks that should be put into practice, the overall resources needed to support the implementation effort (such as hardware, software, facilities, materials, and personnel), and any site-specific implementation requirements	
4	lay the ground to	D	To come to an agreement	

UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

5	to reach consensus	E	Areas where the tensions (military conflicts) decrease in intensity or magnitude	
6	troops	F	A type of a diplomat, employed and trained by the United Nations for a specific purpose in a specific country where appropriate	
7	brokered talks	G	Done, said, given, etc. reluctantly	
8	military gains	H	A group of soldiers	
9	transitional government	I	A formal discussion or negotiation arranged or controlled by brokers and especially power brokers	
10	unwillingness	J	To pave the way for something	
11	the UN envoy	K	Successful efforts related to military actions	

**WHILE-WATCHING TASK:**

**Task 3. As you watch the video, fill in the gaps with one or more words:**

1. Brokered-by \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ focus on the discussion is ending the fighting in Syria and complementing \_\_\_\_\_ in Geneva on the political future of the country.

2. \_\_\_\_\_ is exactly the additional tool which helped groups to reach some \_\_\_\_\_ \_\_\_\_\_ on the ground which basically lay the ground to further negotiations,” Alexey Khlebnikov, of the Russian International Affairs Council, told Al Jazeera.

3. But \_\_\_\_\_, who have moved there, expecting them to be safer, say they continue to face with \_\_\_\_\_ and heavy gun-fire.

4. The main Syrian opposition insists president Bashar Al Assad has no role in a future \_\_\_\_\_ \_\_\_\_\_.

5. The \_\_\_\_\_ of the situation on the ground in Syria and the lack of \_\_\_\_\_ over which countries could potentially offer troops to monitor these zones show just how \_\_\_\_\_ reaching consensus here could be.

**Task 4. As you watch, answer the following questions in key words:**

1. How many rounds of Syrian peace talks were held in Astana?
2. How is the agreement, that was signed by Russia, Tukey and Iran in May, called?



3. What gives Syrian government forces an opportunity to make further military gains?

4. Why have they refused any suggestions that Russian or Iranian soldiers could be part of any force that monitor these de-escalation zones?

5. Where is the Idib, one of the Syrian provinces and de-escalation zones situated?

6. According to the video, who held face-to-face discussions on this topic?

7. What will be in the heart of talks in Astana again? Why?

### POST-WATCHING TASK:

**Task 5.** Give your own understanding and evaluation, based on the content of the video “Syria talks in Astana aim for lasting ceasefires”.

**Situation #1.** To what extent do you believe the United Nations as a peace making organization could help to settle Syria’s inner problems?

**Situation #2.** Could the Syria peace talks in Astana be considered a success if the final joint statement and solution was only “to establish a trilateral mechanism to observe and ensure full compliance with the ceasefire”, which is obviously too far from the peaceful ending of the 6-year civil war in Syria? Why were the Syria peace talks in Astana closed with no peace-determining decision?

**Situation #3.** Is the Central Asian nation an ideal mediator for international disputes? Why was exactly the Astana platform chosen as a much-needed venue for resolving conflicts beyond Syria? What was the role of Kazakhstan in Astana Process Syria Peace Talks?

To make it clear!

Simulation is a mode of instruction that relies on imitating or estimating how an event, process, skill, or behavior might occur in a real situation. This format is best used when content can be conveyed through a single example which can be replicated on-site.

- Pre-conference, presenters prepare their simulation scenario
- Onsite, presenters and attendees perform the simulation live
- Debrief is conducted and key learning discussed

*The direct link to the video: <http://www.aljazeera.com/video/news/2017/09/astana-6-syrian-peace-talks-kick-kazakhstan-170914064805888.html>*



### **Case studies: Simulation**

**I. Preparation stage:** Analyze the following sample of meeting protocol in the UN which was dedicated to the situation in Mali. Speak on the main principles the protocol and pay attention to the lexical peculiarities of the given meeting record. What can be inferred about foreign policies reflected in the speeches of member countries representatives? Compare and contrast the delivered speeches.

To make it clear!

- ❖ Two or more views on a controversial issue are presented and debated.
- ❖ A moderator may challenge panelists and sharpen the focus of discussion. This format is best used when a few varied perspectives can be included in a session.
- ❖ -Panelists are chosen pre-conference and given the topic for discussion
- ❖ -Onsite, panelists are asked questions by a moderator and the audience
- ❖ -Audience feedback is encouraged

**II. Task management stage:** Distribute roles and simulate the following situation:

Divide into groups of 3 students and choose the country/organization you wish to represent:

- Turkey
- Chechen Republic
- Kazakhstan
- the USA
- UN

Based on the sample meeting record given in the task 4, make a statement upon the situation in Myanmar and propose a draft resolution ensuring peace and security in that region. Use the unit wordlist.

**III. Post – simulation activity:** 1. How did Kazakhstan, being a member of the UN Security Council, express concern over Myanmar’s Muslim community situation?

**2. Controversy Panel on the topic:**

**“Kazakhstan as a host venue for the talks to resolve Rohingya crisis in Myanmar: pros and cons”.**

Choose you side and present 2 strong and profound arguments to debate on a controversy panel.



<https://goo.gl/YdqPLD>

The instruction of how to run a panel debate is here: <http://www.leagueofyoungvoters.co.uk/wp-content/uploads/2015/09/How-to-run-a-debate-panel-LYV-guides.pdf>

Use suggested words, terms, and collocations in the unit 1 wordlist.

**READING ACTIVITIES:**

**PRE-READING TASK:**

**Task 1: A)** Divide into three groups and before reading the article fill in the “K” column to share as a group what you **KNOW** about the subject/issue. After fill in the “W” column what you **WANT TO KNOW** about the given topic/issue. After having read the article fill in the “L” column to share what you **LEARNED** about the topic/issue.

<b>KNOW</b>	<b>WANT TO KNOW</b>	<b>LEARNED</b>

**B.** Look at the headline of the article. What do you think this article is going to be about?

**C.** Read the first and the last paragraphs and the first sentence of the

article. What do you think this passage is going to be about?

**D.** Now quickly scan the passage and circle all the words that have a connection to the title.

**E.** Scan the passage and cross out all the words you do not know. And try to guess the shortenings and abbreviations which are used in the text for what they stand for.

**F.** After looking at the headline and the first paragraph, make up some questions you think this article might answer.

**G.** What kind of article is this? Why would somebody read this? For information? For pleasure or any other reasons?

### **PUGWASH AND KAZAKHSTAN'S CAMPAIGN FOR NUCLEAR DISARMAMENT**

*No country in peacetime has suffered more from nuclear testing than Kazakhstan or done more to champion the cause of disarmament.*

By Kassym-Jomart Tokayev (August 23, 2017)

When the first Pugwash conference met 60 years ago, the risk of nuclear war was severe. The Cold War was at its height and the world was in the middle of a terrifying arms race. The fear was that nuclear weapons might be used, either deliberately or by accident, to trigger a global catastrophe.

This threat to all humanity led eminent scientists from the nuclear powers to bring their voices together to warn of the dangers of nuclear weapons proliferation. Galvanized by warnings from Albert Einstein, whose work inadvertently opened the door to the nuclear age, they met in Pugwash, Canada to encourage countries to move towards nuclear disarmament.

Six decades later, the Cold War is long over. While tensions and misunderstanding between the major powers remain – and need to be reduced – the prospect of these powers going to war has all but disappeared. But this does not mean the dangers that nuclear weapons pose have vanished.

In recent years, we have seen new threats emerge. There is now a major risk of nuclear weapons and technology falling into the hands of terrorist groups. These fanatics have been actively seeking such weapons and would not hesitate to use them. Their aim would be to cause as much death and

destruction as possible in pursuit of their perverted goals.

We have also seen as well new states attempting to acquire nuclear weapons. In recent months, North Korea, for example, has been carrying out nuclear and missile tests in defiance of international agreements. These programs have increased fears and led to rising regional and global tensions.

It is this somber background which makes the Pugwash Conference on Science and World Affairs in Astana this week both relevant and important. More than 200 international experts will meet in Kazakhstan's capital to discuss how to make progress on global nuclear security and disarmament.

Among the topics to be debated are strengthening the nuclear test ban and how to work together to combat terrorism. Regional issues, with global significance, such as the challenges of peacebuilding in Afghanistan are also on the agenda.

There is, of course, good reason for Astana to host this influential international forum. No country in peacetime has suffered more from the impact of nuclear weapons than Kazakhstan or done more, by our actions or our campaigning, to champion the cause of disarmament.

Over 40 years, our country was the setting for almost 500 nuclear tests above and under the ground. These explosions have left a terrible legacy in terms of damage to human health and our environment. Thousands of our citizens have suffered illness or birth defects while large areas of land remain contaminated.

This terrible history explains why our country has taken such a strong stand against nuclear weapons. We voluntarily gave up the world's fourth largest nuclear arsenal which we had inherited upon the breakup of the Soviet Union and have taken every step to encourage other countries to follow our example.

We have taken a global lead as well against nuclear tests. Even before we became fully independent in 1991, our President Nursultan Nazarbayev closed the Semipalatinsk testing site. The date of this decision – August 29th – is now officially recognized by the United Nations, at our initiative, as the International Day Against Nuclear Tests.

It is fitting, too, that August 29th has been chosen for the official ceremony to mark the opening of the International Atomic Energy Agency's

Low Enriched Uranium (LEU) Bank which has been sited in Kazakhstan. The bank is an important and practical step to prevent nuclear proliferation and reduce tensions while allowing countries to develop civilian nuclear programs.

The confidence that the LEU Bank gives of a guaranteed supply of enriched uranium has already helped reach international agreement with Iran over its nuclear program. It highlights what can be achieved to make our world safer from the threat of nuclear weapons through dialogue and cooperation and must provide a model for further steps towards disarmament in the years to come.

The campaign to rid our world of nuclear weapons is, as President Nazarbayev rightly told the United Nations, the cause of our time. We must all hope the frank and open discussions that will take place at the Pugwash Conference – 60 years after that first memorable meeting – helps move us closer towards this critical goal.

**WHILE READING TASK:**

**Task 1.** As you read the text, write out unfamiliar words and complete the given table:

Unfamiliar word	Context meaning	Part of speech of the word	Syntactic function of the word in the sentence	Translation of the word

**Task 2.** *Distinguishing Between General and Specific Information.* Based on the content of the text, compare the two statements and choose the number that best describes them.

1. Statement A is more general than statement B.
2. Statement B is more general than statement A.
3. The statements are equally general or specific.

1. Your answer:
<b>A.</b> The Pugwash Conferences on Science and World Affairs is an international organization that brings together scholars and public figures to work toward achieving a world free of nuclear weapons and other weapons of mass destruction.
<b>B.</b> There are many important political issues that The Pugwash Conferences on Science and World Affairs seeks to deal with.
2. Your answer:

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

**A.** The stimulus for this first Pugwash meeting was the «Manifesto» issued in 1955 by Bertrand Russell and Albert Einstein, which called upon scientists of all political persuasions to assemble to discuss the threat posed to civilization by the advent of thermonuclear weapons.

**B.** Drawing its inspiration from the Russell-Einstein Manifesto of 1955, which urged leaders of the world to “think in a new way”: to renounce nuclear weapons, to “remember their humanity” and to find peaceful means for the settlement of all matters of dispute between them.”

3. Your answer:

**A.** Terrorist groups have been actively seeking nuclear weapons and technology to cause as much death and destruction as possible in pursuit of their perverted goals

**B.** There is now a major risk of nuclear weapons and technology falling into the hands of terrorist groups.

4. Your answer:

**A.** In recent months, North Korea has been carrying out nuclear and missile tests in defiance of international agreements.

**B.** North Korea has defiantly carried out missile test-launches despite global condemnation.

5. Your answer:

**A.** More than 200 international experts will meet in Kazakhstan’s capital to discuss how to make progress on global nuclear security and disarmament.

**B.** To discuss the ways of achieving progress on global and nuclear security and disarmament, over 200 worldwide experts will meet in Astana.

6. Your answer

**A.** This terrible history explains why our country has taken such a strong stand against nuclear weapons.

**B.** We have taken a global lead against nuclear tests because Kazakhstan was the setting for almost 500 nuclear tests above and under the ground over 40 years.

#### **POST READING TASK:**

**Task 3. Retell the article expressing your attitude towards the facts or points mentioned in the article. Use the words from the completed table.**

**Task 4. Make up a newspaper analysis of the article according to the suggested scheme of analysis (See the annex 2).**

**Task 5. Write a letter to government officials explaining why North Korea on the verge of catastrophe at Nuclear Test Site and offering suggestions and measures to be undertaken to stop North Korea nuclear tests. Not less than 200 words. Use the unit wordlist.**

**Project work:**

### Rapid-fire session

Your teacher has asked you to bring to class a presentation on the topic: “25 achievements in 25 years of Kazakhstan’s Diplomacy”.

Prepare a detailed but fast-paced presentation about the role of our country as a platform for international cooperation including the following information:

1. *Kazakhstan as the most proactive and innovative former Soviet republic in the sphere of international cooperation.*

2. *Kazakhstan’s efforts to play a prominent role in the field of peaceful nuclear technology.*

3. *Kazakhstan’s approach to Eurasian integration.*

4. *Kazakhstan has accorded considerable energy to its interactions with the OSCE, EU and NATO.*

5. *Kazakhstan as a non-permanent seat at the UN Security Council for 2017.*

6. *EXPO in Kazakhstan.*

You may want to dwell on other achievements of our country internationally over the past 25 years depending on the presentation focus.

How did all these events contribute to the political profile and image of our country in the world arena?

Be ready for the oral presentations, where you get 5 minutes to present 3-4 slides, summarizing the research on the topic.

To make it clear:

Rapid Fire sessions consist of multiple fast-paced presentations on the same topic. These sessions are designed to keep the information flowing and the audience fully engaged.

It consists of one moderator and 4 presenters;

Each presentation is exactly 5 minutes with no more than 4 slides;

Each presentation is followed by 3 minutes of Q&A facilitated by the moderator.



**UNIT 3: KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE**

**Theme 2: Regional and Global Security Systems  
(4 hours)**

**WARMING-UP ACTIVITY:**

**1. Your teacher has asked you to bring to class current news or issues about regional and global security. Prepare two or three brief news about world security today and then report to class.**

**2. BUZZ LECTURE:**

Which ones you agree/disagree with most and explain what they mean. What can you say about people who said these quotes or sayings? Do you know them and say do they refer to the politics?

Politics are almost as exciting as war, and quite as dangerous. In war you can only be killed once, but in politics many times.

**Winston Churchill**

Those who say religion has nothing to do with politics do not know what religion is.

**Mahatma Gandhi**

In a time of domestic crisis, men of goodwill and generosity should be able to unite regardless of party or politics.

**John F. Kennedy**

One of the key problems today is that politics is such a disgrace, good people don't go into government.

**Donald Trump**

Peace is not the absence of conflict, but the ability to cope with conflict by peaceful means.

**Ronald Reagan**

Share your smile with the world. It's a symbol of friendship and peace.

**Christie Brinkley**

Peace begins with a smile.

**Mother Teresa**

Peace is the beauty of life. It is sunshine. It is the smile of a child, the love of a mother, the joy of a father, the togetherness of a family. It is the advancement of man, the victory of a just cause, the triumph of truth.

**Menachem Begin**

### 3. VOCABULARY TASK.

Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say in what situations or contexts they are used. Use them in your own sentences or situations.

big shot	мемлекеттік қызмет/государственная служба
bipartisan(ship)	құпия, заңсыз сауда/тайная торговля (контрабандными товарами)
blackmail	қосымша сайлау/дополнительные выборы
blanket rejection	лауазымы, шені жоғары тұлға/крупная фигура, босс, крупный политический деятель
block leader (captain)	жұмысшы/рабочий
to be a real blockbuster	біртума ой/оригинальная мысль, идея
blue-collar worker	газетшілер көтерілісі/прекращение выпуска газет, забастовка газетчиков
to boost prices	жетіспеушілік, қиындық/трудность, проблема в экономике, нехватка
bootlegging	ірі қаржы/крупный капитал
bottleneck	жергілікті саяси тұлға/местный политический деятель
brain child	бопсалау/шантаж
big business	бағаны көтеру/повышать цены
by- election	өлім жазасы/смертная казнь
capital punishment	толығымен бас тарту/полный отказ
career service	жақсы нәтижеге жету/иметь потрясающий успех

**READING ACTIVITY**

**PRE-READING TASK:**

**Task 1: K-W-L Chart**

A. Divide into three groups and before reading the article fill in the “K” column to share as a group what you **KNOW** about the subject/issue. After fill in the “W” column what you **WANT TO KNOW** about the given topic/issue. After having read the article fill in the “L” column to share what you **LEARNED** about the topic/issue.

KNOW	WANT TO KNOW	LEARNED

B. Look at the headline of the article. What do you think this article is going to be about?

C. Read the first and the last paragraphs and the first sentence of the article. What do you think this passage is going to be about?

D. Now quickly scan the passage and circle all the words that have a connection to the title.

E. Scan the passage and cross out all the words you do not know. And try to guess the shortenings and abbreviations which are used in the text for what they stand for.

F. After looking at the headline and the first paragraph, make up some questions you think this article might answer.

G. What kind of article is this? Why would somebody read this? For information? For pleasure or any other reasons?

**Task 2. Group work**

Divide into two groups and write down or name security risks and threats. First, list them and then give some possible solutions. Read the text and find out if the security risks and threats you mentioned coincide with ones in the text. What about the solutions?

**Task 3:** There are a few abbreviations in the article. Before reading the article try to guess what they stand for, or search in the net their meanings. What do they refer to in the article? Later check with the teacher. Translate them into Kazakh/Russian.

*CA; CSTO; CICA; SCO; USSR; OSCE; NATO; USA; EU*

**COUNTERACTION OF REGIONAL THREATS TO  
KAZAKHSTAN' SECURITY**

22 June 2014

The listed in previous articles complex of risks and threats allows to draw a conclusion that problems of both internal, and external character in the CA countries accrue, moreover, the region is in an epicenter of strategic interests, both world and regional powers. On a background of such regional and global situation one of the most important problems are complication of mutual relations between the CA states, a number of interstate or inter-regional problems which is difficultly solved, it can to escalate conflicts, and as a whole to aggravate a situation in region.

Thus, we thought fit to outline three levels of effective counteraction to security threats:

1. Interstate level means an adequate management of national security and stability threats through internal tools and leverages.

2. The regional level is necessary for coordination of the CA countries joint efforts in struggle against the threats in economic, social, political, ecological spheres.

3. The third level — external, it includes institutional, trans-regional and global levels. It should provide security through activity coordination of international organizations and first of all the CSTO, CICA, SCO. For security preservation it is necessary to maintain strategic cooperation with China and allied relations with Russia, constructive interaction with the USA, the EU countries and such organizations as the OSCE and NATO.

Taking into account a difference of states' interests in sphere of economic and political development of the region, one of the most acute issue is development of regional security system. However the existing CA regional security system has already proved its ability to react on geopolitic challenges, the processes occurring in the frameworks of the CSTO, CICA and SCO are eloquent examples. Strengthening of a military-political component within the framework of regional international institutes testifies to formation of effective regional security system, invoked to guarantee military-political, social and economic stability of region.

For Kazakhstan, the question of regional security maintenance stands very sharply in fact besides other, the country possessed the nuclear weapon getting in the inheritance from the former USSR. Kazakhstan's voluntary nuclear disarmament and given by nuclear powers security guarantees became factors assisting to elimination of traditional military threats in the region. Kazakhstan's policy in the field of disarmament and non-proliferation is caused by a foreign policy course and its main principles, represented by adherence to the international security consolidation, development of inter-state cooperation, increasing role of the international organizations in global problems and conflicts settlement.

Interaction in sphere of regional security maintenance is a firm foreign policy priority of Kazakhstan. The role of our Republic in all regional international structures is high, especially in intergovernmental mutual-security organization such the CSTO, CICA and SCO. Counteraction to terrorism and international organized crime demands close interaction of all countries, first of all, at a political level. For successful struggle against extremism and terrorism it is necessary to arrange, directed on revealing of extremist ideologies, preventions and suppressions of terrorism. The factors promoting display of security threats in the region, demand more careful studying, it needs joint realization efforts of the CA states. In maintenance of social and political stability, economic growth in the Central Asia as a basis of regional security preservation the most essential are the following directions of Kazakhstan's foreign policy activity:

1. Formation of effective system of regional and national security. Assistance to settlement of conflict situations in zones adjacent to the CA countries, especially in Afghanistan.

2. Preservation of political and macroeconomic stability in the region, stability of national political systems on the basis of strengthening of a democratic institutes role, social and economic development and increasing a level of population life quality.

3. Management of geopolitical and geoeconomical problems. Active occurrence of the CA states' economies in global trade and economic

relations and adaptation of national economic models to mechanisms of the global market.

Certainly, in regional security issues Kazakhstan follows especially pragmatic reasons which essence is reduced to the following: stability in any country can be provided only with creation around it so-called «security zone», hence the regional cooperation in realization of collective measures on stability maintenance in the Central Asia and in the world is especially important.

Thus, Kazakhstan became the leader by quantity of undertaken steps and measures in security strengthening not only in the region, but also all over the world. The authority of our President and our State allow to realize initiatives on maintenance of national and international stability. N. Nazarbayev emphasized that Kazakhstan situated in the heart of Eurasia, sensitively feels an urgency of joining efforts necessity in search of answers to a wide spectrum of threats both global, and regional security. The President has expressed confidence, that original security can be provided only through wide interaction, creation of regional security architecture, constructive cooperation on the basis of international law. Having expected a course of the world history, our President N. A. Nazarbayev has staked on multilateral institutes that has allowed to carry out not only external, but also internal development purposes of Kazakhstan.

Makubayev Yu.

Master of Humanitarian Sciences



Source: <https://goo.gl/rvwNK9>

Source: <http://e-history.kz/en/contents/view/2161>

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**WHILE-READING TASK:**

**Task 4.** Find out the three levels of effective counteraction to security threats and give your attitude to each of them. Do you agree or disagree with them?

**Task 5.** Agree or disagree with the statement from the text “For security preservation it is necessary to maintain strategic cooperation with China and allied relations with Russia, constructive interaction with the USA, the EU countries and such organizations as the OSCE and NATO”.

What relations Kazakhstan has with these countries? Do the relations with these countries maintain international security? What steps or measures undertake these countries do for national security?

**POST-READING TASKS:**

**Task 6.** After reading the article retell it expressing your attitude towards the facts or points mentioned in the article, or role play as a translator to inform the brief information from the article.

**Role play:**

*Student 1:* Begins retelling one paragraph or one key point from the article.

*Student 2:* Translates the paragraph or one key point that his/her partner retold into his/her mother tongue.

*Student 1:* Continues retelling other key points in his/her mother tongue.

*Student 2:* Continues translating the retold paragraph of his/her partner into English.

**Task 7.** Make up a newspaper analysis of the article according to the suggested scheme of analysis (See the annex 2).

**Task 8.** Bring articles from a newspaper on the topic discussed in the article and share ideas with your groupmates.

**Task 9.** Translate the state document “Republic of Kazakhstan and European Countries: Cooperation for Regional Security.” Students divide six parts to make an appropriate translation from English into Kazakh/Russian. Before translating the text, work on the unknown words. First,

underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian (See the annex 3).

**Task 10. Counteraction to terrorism is one of the priority directions in ensuring national security of Kazakhstan**

Make a detailed analytical research on Kazakhstan's internal and external policy in counteraction with regional and international threats.

What are the main activities of Kazakhstan in fighting against terrorism and extremism?

Does Kazakhstan strictly fulfill the requirements of the Resolution of UN Security Council?

Analyze the claim: "Our country supports efforts of the international community on fight against terrorism, develops full cooperation and interaction in practice.

**Task 11. Debating on the following security situations:**

**A.** Some political scientists doubt the role of Nursultan Nazarbayev, the role of Kazakhstan in Eurasia and importance of Kazakhstan in maintaining regional security. Support, modify, or refute this decision, providing specific evidence to justify your answer.

**B.** Some people assume that Kazakhstan should not aim at being a member of international organizations, in particular, of those that are ruled by Europe and the USA. They claim "once you are a member of these international organizations, you will be dominated and controlled by them". Some others believe that as the young country Kazakhstan should strive to be a member of various international organizations as long as there are only benefits of this kind of membership. Which of these assumptions do you support? Why? Why not? Critically discuss it and give more evidence to justify your choice.



**VIDEO LESSON ON THE THEME  
“5 IMPORTANT STRATEGIC DIPLOMATIC WINS OF  
NARENDRA MODI”**

**Watch a video and do the following tasks:**

**Task 1.** Before watching a video on *Youtube*, find out many words, phrases, collocations on the topic “diplomacy”. Be sure if you can comprehend the words of the video and translate them properly into your mother tongue. Find out much information about Narendra Modi. Have you known him? Did you hear about him before?

**Task 2.** Translate the video to your mother tongue and record your voice on the “Audacity” programme. Later, your teacher checks and assesses your translation.

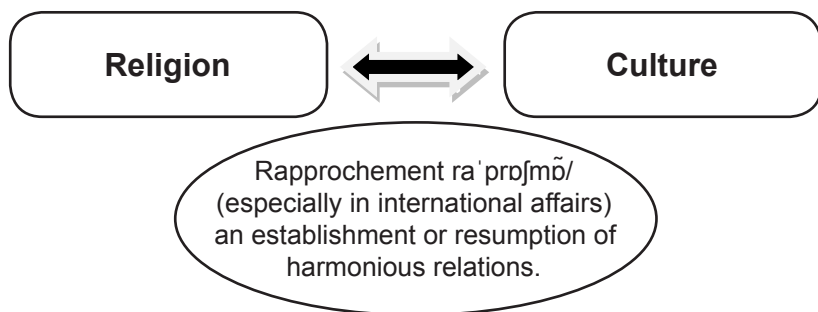
**Task 3.** Make a special report or presentation about popular leaders, statesmen of the Republic of Kazakhstan. State out their roles in improving regional and global security systems, give your comparative analytics on their state works.

**UNIT 3: KAZAKHSTAN AS A CRADLE OF  
STABILITY AND PEACE**

**Theme 3: Rapprochement of cultures and religions  
(4 hours)**

**WARMING-UP ACTIVITY:**

1. Draw **a mind map** on the topic “Rapprochement of cultures and religions”. Think from the following angles suggested below:



2. Divide into **small groups** of 3 students and choose one quotation. Referring to Task 1, discuss it, say if you agree or disagree and explain why.

We may have different religions, different languages, different coloured skin, but we all belong to one human race.

**Kofi Annan**

My religion is very simple. My religion is kindness.

**Dalai Lama**

Religion is meant to teach us true spiritual human character. It is meant for self-transformation. It is meant to transform anxiety into peace, arrogance into humility, envy into compassion, to awaken the pure soul in man and his love for the Source, which is God.

**Radhanath Swami**

Freedom of speech does not mean freedom of offending culture, religion or traditions.

**Staffan de Mistura**

**3. In pairs or small groups, discuss the following statements.**

- Interreligious and intercultural dialogue helps overcome *conflicts* in our societies (for example?).
- There are various *challenges* that divide humanity into *social categories* (what social categories, where?).
- Different *international organizations* take part in promotion of mutual understanding (think of few global or local organizations).

**VOCABULARY TASKS**

1. Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say what situations or contexts they are used. Use them in your own sentences or situations.

to carry an election	төраға, төрайым / председатель
case studies	сауда палатасы / торговая палата
casting vote	танымал көшбасшы / популярный лидер
Chairman	делегация басшысы / глава / руководитель делегации
deputy chairman	қала жаңалықтары бөлімі / отдел городских новостей
chamber of commerce	мемлекеттік қызметкер / государственный служащий
champion of peace	нақты зерттеулер / конкретные исследования
to channel aid	бейбітшілік жолындағы күрескер / борец за мир
charisma rating	танымалдық деңгейі / степень популярности
charismatic leader	төраға орынбасары / заместитель председателя
charter member	теріс әсер / отрицательное влияние
Chief Delegate	негізін салушы / член-основатель
chilling effect	төрағаның шешуші даусы / решающий голос председателя
city desk	сайлауда жеңу, жеңіске жету / победить на выборах
civil officer	көмек қолын жөнелту / направлять помощь



2. Look at the picture on the left. What can you see? What do you think the missing piece can embody?

3. Read the title of the text below. Do you think it matters if some countries decline to cooperate with each other?

4. Read the text and underline the following words. With a partner, say what you think they mean.

diversity reinforce deadlock undermine violence  
vulnerability divisiveness frontier dignity sustain

**THE INTERNATIONAL DECADE FOR THE  
RAPPROCHEMENT OF CULTURES**

The International Decade for the Rapprochement of Cultures was born of the need for new articulations between cultural diversity and universal values. Recurrent cycles of deadlock and conflict undermine governance and legislation at international, national and local levels preventing long-term peace and development. The challenges are often multidimensional and interrelated, and their impacts cross conventional borders, thus revealing a pervading vulnerability at global level and the accompanying need for a global response. From a policy and governance perspective, this has rendered new levels of complexity in addressing challenges. It has also reinforced the need for a more inclusive and participatory notion of development, including integrated approaches that tackle the issues at hand as well as their foundations. The Decade has come into being in an era marked by increased divisiveness, and learning to live together in the 21st century presents a new frontier for managing cultural diversity. Respect for the inherent dignity of all persons underpins the values of the Decade and is one of the core pillars of the UN system, to ensure that all people have equal rights and opportunities to shape their future. These principles are reflected in the values of many cultures around the world. Intercultural dialogue denotes an open process of exchange and respect between individuals and groups of different cultures, points of view and aspirations. In such a way, the respect for and exercise and enjoyment of human rights and fundamental freedoms are crucial to sustaining the rapprochement of cultures as the central aspiration of the Decade.

*(Source: UNESCO Roadmap “Rapprochement of cultures”)*

**5. Read the text again and match the words you have underlined to the following definitions.**

<b>1</b>	Dignity	<b>A</b>	lessen the effectiveness, power, or ability of, especially gradually or insidiously
<b>2</b>	Frontier	<b>B</b>	cause (a situation or opposing parties) to come to a point where no progress can be made because of fundamental disagreement

UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

3	divisiveness	C	the extreme limit of understanding or achievement in a particular area
4	vulnerability	D	To make smth stronger or more intense
5	to undermine	E	a range of different things
6	deadlock	F	the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.
7	to reinforce	G	the state or quality of being worthy of honour or respect; a high rank or position
8	to sustain	H	behaviour involving physical force intended to hurt, damage, or kill someone or something
9	Diversity	I	strengthen or support physically or mentally
10	Violence	J	a tendency to cause disagreement or hostility between people.

**6. A lot of common words can be used in different contexts. Complete the sentences with a word from the box.**

Reconciliation foster nourish willingness thrive pioneer  
reciprocal dissention fissures  
breaking point

1) Since the launch of the Decade, deep \_\_\_\_\_ in social justice and surges of radicalization and violent extremism have escalated to alarming levels.

2) In the current environment marked by frequent and rapid \_\_\_\_\_, the necessity for timely intervention and response has also become a priority.

3) A sincere \_\_\_\_\_ for peace will not face governmental obstacles to a definitive \_\_\_\_\_

4) A world of democracy, accountability, opportunity and stability is a world in which terrorism cannot \_\_\_\_\_.

5) And, in return, these can further \_\_\_\_\_ peace and economic growth in a sustainable manner.

6) We are confident that the dialogue among civilizations will \_\_\_\_\_ international cooperation and contribute to the consolidation of democratic standards.

7) It promotes international cooperation according to the principle of \_\_\_\_\_ benefit and non-interference in the internal affairs of a foreign State.

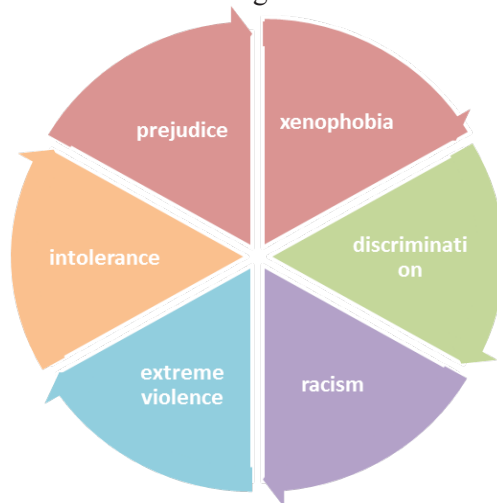
8) In many conflict zones, UNESCO played a \_\_\_\_\_ role by contributing to activities to promote an independent news media.

9) Because Somalia was at a \_\_\_\_\_, the international community should act outside its purview.

### READING ACTIVITY

#### PRE-READING TASK:

**Task 1.** You are going to read more comprehensive information on the International Decade for the Rapprochement of Cultures. Before you read talk to your partner about the following phenomena based on ethnic, religious and cultural misunderstanding:



**Task 2.** Read the text and find out how The International Decade for the Rapprochement of Cultures can be defined:

The current surge of flaring conflicts, acts of violence and intolerance

demands urgent actions. Peoples and nations have to join forces for the development of a universal global consciousness free from stereotypes and prejudices. **The International Decade for the Rapprochement of Cultures** is to be understood as a commitment for addressing this pressing need to take into account and clearly demonstrate new articulations between cultural diversity and universal values.

The **“rapprochement of cultures”** implies that international security and social inclusion cannot be attained sustainably without a commitment to such principles as human dignity, conviviality and solidarity which are the corner stones of human coexistence, in all faiths and secular ideologies.

The United Nations General Assembly proclaimed the period 2013-2022 as the “International Decade for the Rapprochement of Cultures” in December 2012.

An Action Plan was adopted by the Executive Board of UNESCO in April 2014. Through this Action Plan:

A three-steps approach towards the rapprochement of cultures was defined, including:

1. To evaluate the current status of inclusive policies, respectful of diversity and Human Rights;
2. Setting annual priorities by elaborating or revising action plans, programmes or activities;
3. Establishing meaningful and lasting partnerships at a national, regional and international level.

Four areas were determined as follows:

1. Promoting mutual understanding and reciprocal knowledge of cultural, ethnic, linguistic and religious diversity;
2. Building a pluralist framework for commonly shared values;
3. Disseminating the principles and tools of intercultural dialogue through quality education and the media and;
4. Fostering dialogue for sustainable development and its ethical, social and cultural dimensions.

In proclaiming this Decade, the United Nations General Assembly requested UNESCO to be the lead UN agency and invited stakeholders from all walks of life to join, such as Member States, the United Nations bodies



and specialized agencies, governmental and regional intergovernmental organizations, non-governmental organizations and the civil society at large, the academia, religious leaders and institutions, and ordinary citizens.



Source <https://goo.gl/1ffQig>

(Source: <http://www.cipsh.net/web/news-182.htm>)

### **WHILE-READING TASKS:**

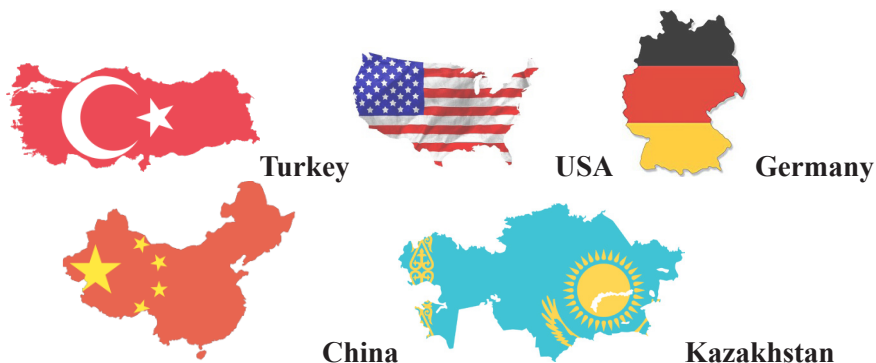
**Task 3. While reading the text try to find out the appropriate answer to the following questions:**

- What does “rapprochement of cultures” refer to?
- What period is determined to be a decade for the rapprochement of cultures?
- What are the activities under this decade aimed to?
- Which organization is going to be a lead agency in building bridges and mutual understanding between cultures?
- What is an Action plan? Name its focus areas.

**Task 4. Choose ten words or phrases from the text. Check their meaning and pronunciation and try to learn them.**

### **POST-READING TASKS:**

**Task 5.** Divide into groups of 3 students and choose the country you wish to represent. Work out your precise plan based on the Action plan mentioned in the text according to its areas of focus. Include any programmes, initiatives and activities you can organize on national/regional/global levels. Present it to the group. Use the appropriate vocabulary.



**PROBLEM QUESTION: 1. Discuss with your partner, giving your own overview based on the current and common understanding of the situation. Try to use the expressions in Useful language.**

Terrorism, including suicide bombing, mass shootings and other indiscriminate killing, is a sad feature of modern life. The perpetrators often seem to be religious ‘fanatics’.

So, does religion cause terrorism?

- I believe/think that
- In my (humble) opinion...
- I am convinced that...
- It seems to me that...
- As far as I know/am concerned....
- To my mind....
- I reckon....
- If you ask me...
- If I’m not mistaken....
- From my point of view...



**2. Translate the part of the resolution adopted by the General Assembly on promotion of interreligious and intercultural dialogue, understanding and cooperation of peace. Before translating the agreement, work on the unknown words. First, underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian.**

The General Assembly,

Reaffirming the purposes and principles enshrined in the Charter of the United Nations and the Universal Declaration of Human Rights, 1 in particular the right to freedom of thought, conscience and religion,

Recalling its resolution 66/226 of 23 December 2011 on the promotion of interreligious and intercultural dialogue, understanding and cooperation for peace and its other related resolutions,

Recalling also its resolution 64/14 of 10 November 2009, on the Alliance of Civilizations, in which it welcomed efforts to promote greater understanding and respect among people from different civilizations, cultures and religions,

Bearing in mind the valuable contribution that interreligious and intercultural dialogue can make to an improved awareness and understanding of the common values shared by all humankind,

Noting that interreligious and intercultural dialogue has made significant contributions to mutual understanding, tolerance and respect, as well as to the promotion of a culture of peace and an improvement of overall relations among people from different cultural and religious backgrounds and among nations,

Recognizing that cultural diversity and the pursuit of cultural development by all peoples and nations are sources of mutual enrichment for the cultural life of humankind,

Bearing in mind that tolerance of cultural, ethnic, religious and linguistic diversities contributes towards peace, mutual understanding and friendship among people of different cultures and nations and that these diversities should be made part of intercultural and interreligious dialogue efforts, as appropriate

Recognizing the commitment of all religions to peace and the need for voices of moderation from all religions and beliefs to work together in

order to build a more secure and peaceful world,

1. Reaffirms that mutual understanding and interreligious and intercultural dialogue constitute important dimensions of the dialogue among civilizations and of the culture of peace;

2. Takes note of the report of the Secretary-General on intercultural and interreligious dialogue;

3. Notes the continuing work of the United Nations Educational, Scientific and Cultural Organization on intercultural and interreligious dialogue and its efforts, to promote dialogue among civilizations, cultures and peoples, as well as activities related to a culture of peace, and welcomes in particular the adoption of its new programme of action for a culture of peace and non-violence and its focus on concrete actions at the global, regional and subregional levels;

4. Takes note of the positive outcomes of the International Year for the Rapprochement of Cultures in 2010, which contributed towards an environment conducive to harmonious coexistence and congenial interaction within and among diversified societies;

5. Proclaims the period 2013–2022 the International Decade for the Rapprochement of Cultures, calls upon Member States to utilize this opportunity to enhance their activities relating to interreligious and intercultural dialogue, promoting tolerance and mutual understanding, and invites the United Nations Educational, Scientific and Cultural Organization in this context to be the lead agency in the United Nations system;

6. Reaffirms the solemn commitment of all States to fulfill their obligations to promote universal respect for and observance and protection of all human rights and fundamental freedoms for all in accordance with the Charter of the United Nations, the Universal Declaration of Human Rights and other instruments relating to human rights and international law, the universal nature of these rights and freedoms being beyond question.



<https://goo.gl/TcwDKn>

<http://unesdoc.unesco.org/images/0022/002211/221198e.pdf>



## VOCABULARY

1. Compare the two photographs. What can we do to help protect our environment?



2. Look at the title of the article that follows. Which of these things do you expect to be mentioned in the article?

- o What measures have been taken to help Semipalatinsk region?
- o Overview of regions which were destroyed by different factors?
- o What is going to be done to reconstruct Semipalatinsk region?
- o What is the current situation in Semipalatinsk ?

3. Read the article carefully and check your answers to task 2.

### SEMIPALATISK: A JOB HALF-DONE

The Semipalatinsk **nuclear test site** in Kazakhstan was the location for almost a quarter of all nuclear weapons tests in the world since 1945. Their total number exceeded 2,000. From 1949 to 1989, 456 of them were carried out at Semipalatinsk, including more than 120 in the atmosphere. Their total **destructive** power was 2,500 times that of the atomic bomb which was dropped on Hiroshima.

The nuclear tests in Kazakhstan affected more than 1.5 million people. They **contaminated** vast regions of the country, equal in size to the total area of Germany.

Despite the fierce resistance of the Soviet leadership and their military-industrial complex, President Nursultan Nazarbayev of Kazakhstan issued a decree, on Aug. 29, 1991, closing the Semipalatinsk nuclear test site.

This historical step has had a great **impact**. After the closure of the Semipalatinsk test site, thanks to the example of Kazakhstan and the actions of the world community, other test sites in the world in Nevada, Lop Nor and Novaya Zemlya stopped their activities.

Back in the 20th century, the nuclear tests that were **carried out** over four decades at the Semipalatinsk test site had a **detrimental** impact on the humanitarian, social and economic situation of the population and the environment. The effects of those nuclear tests still negatively influence the health of people living near the site. Today, 70 percent of **victims** of nuclear weapons testing are children and grandchildren of the people exposed to radiation fallout from those tests.

Since independence, the Government of Kazakhstan has been committed to the rehabilitation of the victims of nuclear tests and it has provided economic and social support to the population in the region. The government has **adopted** a number of targeted programmes aimed at addressing the problems of the Semipalatinsk region. Kazakhstan's Parliament has passed a law for the social protection of victims of nuclear tests.

With the assistance of the international community, Kazakhstan has organized an electronic data base of the personal records of the people affected by nuclear tests. Electronic registers have been set up. Those listed receive privileges in obtaining medical care and treatments in their respective rehabilitation centres and hospitals, as well as other social benefits and payments.

International public opinion has been sympathetic to the tragedy of the people of Kazakhstan. The UN General Assembly, in its Resolution No. 63/279 on April 25, 2009, called upon the global community to provide further support to Kazakhstan for the environmental, social, economic and humanitarian rehabilitation of the region. From 1997 to 2009, the UN General Assembly adopted six such resolutions.

At the Tokyo International Conference on Semipalatinsk, organized by the Government of Japan and the UN Development Programme in 1999, the member states agreed on the **feasibility** of recruiting international donors, as well as organizing cooperative actions, to assist Kazakhstan in **eliminating the consequences** of nuclear tests, and helping to rehabilitate the population and the environment of the region.

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

The major donors to help the victims of Semipalatinsk nuclear tests have been the UN Development Programme, the European Union, Japan, Britain, Norway, Switzerland, UNICEF, the USAID, the IAEA, the Korea International Cooperation Agency, the OSCE, the Red Crescent Society of Kazakhstan and the Canadian International Development Agency.

**4. With a partner, look at the highlighted words and phrases and guess what they mean. Then match them with definitions 1-11.**

1	_____	the state or degree of being easily or conveniently done
2	_____	the effect, result, or outcome of something occurring earlier
3	_____	choose to take up or follow (an idea, method, or course of action)
4	_____	completely remove or get rid of (something)
5	_____	a marked effect or influence
6	_____	tending to cause harm
7	_____	causing great and irreparable damage.
8	_____	The testing of <u>atomic bombs</u> by exploding them either above or below ground
9	_____	to perform or complete a job or activity; to fulfill
10	_____	make (something) impure by exposure to or addition of a poisonous or polluting substance
11	_____	a person harmed, injured, or killed as a result of a crime, accident, or other event or action

**5. Write down the names of organizations from the text. Match them with their logos below. What do they stand for? Speak on the membership of Kazakhstan in them.**



**USAID**  
FROM THE AMERICAN PEOPLE



**IAEA**  
International Atomic Energy Agency

**osce**

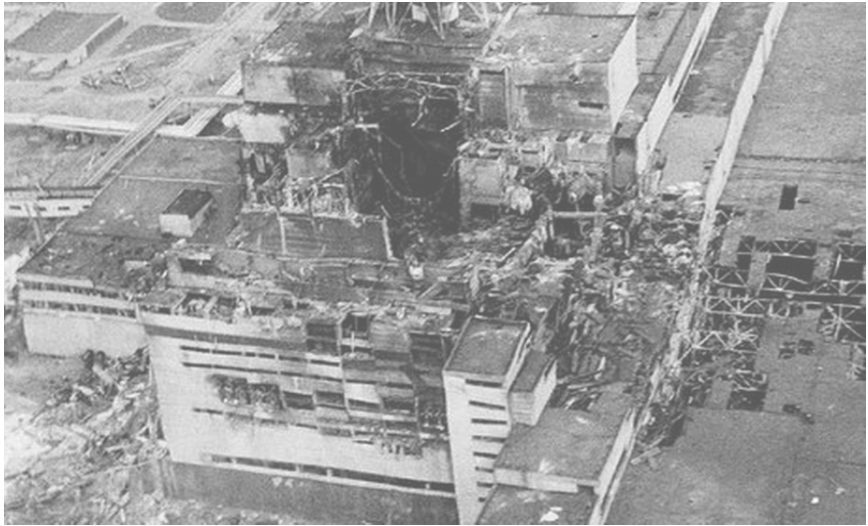




**READING ACTIVITY**

**PRE-READING TASK:**

**Task 1. Look at the photos below. Do you know what is happening in them? Share your thoughts with your partner.**



**Task 2. You are going to read a text about Chernobyl accident and how the human consequences of nuclear emergencies can be tackled. Before reading, talk to your partner. Have you ever heard the terms ‘victim mentality’ and ‘culture dependency’? What do you think they mean?**

### **WHILE-READING TASKS:**

**Task 3. Read the first part of the text below and check.**

Experience of UNDP in Europe and the CIS region in tackling the human consequences of nuclear emergencies suggests five general principles to be followed in developmental programming:

- ◆ Human consequences of nuclear emergencies can be deep-rooted and long-lasting. Recovery activities should include psychological support, information provision and counselling in order to ease fears and promote forward-looking attitudes of affected individuals and communities;
- ◆ In order to overcome the “victim mentality” and culture of dependency, the focus should be on promoting the spirit of activism, helping people take control of their lives and undertake initiatives of self-help;
- ◆ Following nuclear disaster, the affected territories may become stigmatized, treated as “contaminated”. This negative impact on the livelihoods of the people may require additional efforts, including support to marketing the products, attracting investors, keeping young people in the region, etc.;
- ◆ Priority should be given to involvement of communities in decision-making process, community-based social and economic development, supporting initiatives aimed at improving welfare and encouraging self-reliance;
- ◆ Assistance should be targeted and concentrate on the most affected/vulnerable individuals, communities and territories;
- ◆ Nuclear incident related needs must be addressed in the

framework of a holistic view of the needs of the individuals and communities concerned;

- ◆ International efforts can only be effective if they support, amplify, and act as levers of change in the far larger efforts made by local, regional and national government agencies in cooperation with civil society and with participation of communities;

- ◆ High-level coordinative efforts by the relevant UN agencies as well as joint initiatives on the ground according to the UN agencies' distinct mandates are of the utmost importance. At the development stage, the UN system-wide coordinative function on the recovery efforts from nuclear disaster can be effectively performed by UNDP.



Source: <https://goo.gl/iQLgZj>

*Source: [chernobyl.undp.org/english/docs/knowledge\\_product.docx](https://chernobyl.undp.org/english/docs/knowledge_product.docx)*

**Task 4. Choose ten words or phrases from the text. Check their meaning and pronunciation and try to learn them.**

**Task 5. Read the second part of the text.**

**A** The nuclear accident at the Fukushima/Daichi nuclear plant has given new momentum to the issue of sustainable development prospects in areas with a nuclear legacy. Experience gained by UNDP in Europe and the CIS region in tackling the human consequences of nuclear disasters has become salient and relevant again. It provides valuable knowledge, information and experiences which may serve as a guide in dealing with similar emergencies in the future.

**B** The accident at the Chernobyl nuclear plant in April 1986 caused widespread radioactive contamination in large areas of Belarus, the Russian Federation, and Ukraine. Hundreds of thousands were uprooted, and millions in the region were left psychologically traumatised by lingering fears about their health, and their livelihood prospects. The economy, primarily the agricultural sector, was worst hit by the accident effects.

Restrictions on production crippled the market for foodstuffs and other products from the affected areas. Government policies of resettlement and limitations on production - aimed at protecting the population from radiation exposure – also had a negative impact on the economy. In sum, the accident was an immense human tragedy and had a significantly long lasting environmental, public health, and social and economic adverse impact.

**C** Decades of nuclear testing at Semipalatinsk in Eastern Kazakhstan, have had severe humanitarian, social, economic, and environmental effects with wide-ranging and complex consequences. These are exacerbated by the remaining, to this day, uncertainties about the impact of testing, and a profound concern about the negative effects of the testing on the region’s eco system and about the presence of radioactive substances in the soil.

**D** Also in Central Asia, uranium tailings originating from abandoned uranium mines and radioactive waste products dumps, are often situated close to densely populated areas in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. The sites are located in seismically active environments, combining the technological threats with those to people’s health, economy, and the environment. The mine environs are contaminated by both radioactive and non-radioactive mineral species, associated with the mining and minerals processing activities and present hazards to the local communities from contamination of both soil and water. Such threats are widely discussed at various levels of government and by expert groups in international organisations. However, it is only lately that systematic efforts are undertaken to prioritise and tackle potential problems stemming from this situation.

**E** Thus, a number of areas in Europe and Central Asia region are facing the human consequences of “nuclear legacy”. In part, they are related to the branding problems and fears associated with radioactive fallout; and in part – to the prevailing low living and health standards, sub-optimal economic activity, and heightened unemployment, resulting to a higher risk of poverty than elsewhere. Some of the challenges are unique to the “nuclear legacy” situation, and thus require a tailor-made programming and partnerships.

**F** Currently, UNDP is working in Chernobyl-affected regions of Belarus, the Russian Federation and Ukraine and in communities affected by nuclear tests in Semipalatinsk (Kazakhstan). The efforts are aimed at information dissemination, advancing sustainable social and economic development, targeted assistance to the most vulnerable groups, improvement of the living standards, and restoration of the community self-reliance and self-sufficiency.

**G** UNDP is also involved in the international initiative concerned with achieving the resolution to the uranium tailings problem in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. This initiative is set to structure remediation projects for the affected areas to ameliorate the environmental impact, along with projects addressing the social and economic problems arising from the collapse of the mining and minerals processing industry.

**H** Concerted efforts of UNDP and other UN Agencies, together with the governments of the affected countries, are yielding encouraging results. The programmatic approaches that address unique human dimensions of the “nuclear legacy” challenges proved to be effective, and worth to be codified and institutionalized for future replication.



Source: <https://goo.gl/i1Q5Ft>

Source: *chernobyl.undp.org/english/docs/knowledge\_product.docx*

**Task 6. Look at the text again and find words which mean the same as definitions 1-6 below.**

- 1 impetus, driving force
- 2 being slow to disappear or die
- 3 cause a severe and almost insuperable problem for
- 4 the state of having no protection from something harmful
- 5 negative, unfavourable
- 6 strengthened, reinforced

**Task 7. Complete the notes below. Choose no more than three words from the list above for each answer.**

- In Central Asia the uranium mines were located closely to

\_\_\_\_\_

- Now UNDP is working on the situation with uranium tailings problem to \_\_\_\_\_

**Task 8. Circle the correct letter A, B or C:**

**- The accident in Chernobyl hit the most:**

- A) Entertainment sector
- B) Agricultural sector
- C) Educational sector

**- What accident has encouraged a new wave in developing maintenance programmes in areas with nuclear legacy?**

- A) The nuclear accident at Fukushima nuclear plant
- b) Nuclear testing in Semilpatinsk region
- c) The accident at the Chernobyl nuclear plant

**- What agency is working now on tackling the ecological and human rehabilitation?**

- A) UNESCO
- B) UNDP
- C) SOC



### **POST-READING TASKS:**

**Task 9.** Divide into groups of 3 students and devise your project of assistance to any suffering region based on the main principles given in text above. Include any programmes, initiatives and activities you can organize at national/regional/global levels. Present it to the group. Use the appropriate vocabulary.



**PROBLEM QUESTION: 1. Discuss with your partner, giving your own overview based on the current and common understanding of the situation.**



Global ecological security becomes increasingly important with the intensive human activities. So, the function of ecological security is influenced by human activities, but do you think that the efficiency of human activities will also be affected by the patterns of regional ecological security in return?

**2. Write an essay on the following topic: “The world never dies enough to help helpless people. To what extent do you agree with this statement?” Write at least 250 words. Give reasons for your answer and include any relevant examples from your knowledge or experience.**

**3. Translate the part of the resolution adopted by the General Assembly on human and ecological rehabilitation in Semipalatinsk region in 2014.**

**Before translating the agreement, work on the unknown words. First, underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian.**

International cooperation and coordination for the human and ecological rehabilitation and economic development of the Semipalatinsk region of Kazakhstan

The General Assembly,

Recalling its resolutions 52/169 M of 16 December 1997, 53/1 H of 16 November 1998, 55/44 of 27 November 2000, 57/101 of 25 November 2002, 60/216 of 22 December 2005, 63/279 of 24 April 2009 and 66/193 of 22 December 2011,

Recognizing that the Semipalatinsk nuclear testing ground, inherited by Kazakhstan and closed in 1991, remains a matter of serious concern for the people and Government of Kazakhstan with regard to the long-term consequences of its activity for the lives and health of the people, especially children and other vulnerable groups, as well as for the environment of the region,



Taking into account the fact that a number of international programmes in the Semipalatinsk region have been completed since the closure of the nuclear testing ground, but that serious social, economic and ecological problems continue to exist,

Taking into consideration the results of the International Conference on Semipalatinsk, held in Tokyo on 6 and 7 September 1999, which have promoted the effectiveness of the assistance provided to the population of the region,

Acknowledging the progress made towards accelerating the development of the Semipalatinsk region during the period from 2011 to 2013, through programmes and actions of the Government of Kazakhstan and the international community, including United Nations agencies,

Recognizing the important role of national development policies and strategies in the rehabilitation of the Semipalatinsk region,

Recognizing also the challenges that Kazakhstan faces in the rehabilitation of the Semipalatinsk region, in particular in the context of the efforts by the Government of Kazakhstan to ensure the effective and timely achievement of the internationally agreed development goals, including the Millennium Development Goals, in particular with regard to health care and environmental sustainability,

1. Takes note of the report of the Secretary-General on the implementation of resolution 66/1931 and the information contained therein on measures taken to solve the health, ecological, economic and humanitarian problems in the Semipalatinsk region;

2. Welcomes and recognizes the important role of the Government of Kazakhstan in providing domestic resources to help meet the needs of the Semipalatinsk region, implementing measures for optimizing public administration of the territory and facilities of the former Semipalatinsk nuclear test site and surrounding areas, ensuring radiation safety and environmental rehabilitation and reintegrating the use of the nuclear test site into the national economy;

3. Urges the international community to provide assistance to Kazakhstan in formulating and implementing special programmes and projects for the treatment and care of the affected population, as well as in efforts to ensure



economic growth and sustainable development in the Semipalatinsk region, including increasing the effectiveness of existing programmes;

4. Requests the Secretary-General to continue pursuing a consultative process, with the participation of interested States and relevant United Nations agencies, on modalities for mobilizing and coordinating the necessary support to seek appropriate solutions to the problems and needs of the Semipalatinsk region, including those prioritized in his report;

5. Calls upon the Secretary-General to continue his efforts to enhance world public awareness of the problems and needs of the Semipalatinsk region;

6. Requests the Secretary-General to report to the General Assembly at its seventy-second session, under the item entitled “Sustainable development”, on progress made in the implementation of the present resolution.



Source: <https://goo.gl/BGWKVB>

Source: [https://digitallibrary.un.org/record/787474/files/A\\_RES\\_69\\_209-EN.pdf](https://digitallibrary.un.org/record/787474/files/A_RES_69_209-EN.pdf)

**WORDLIST OF UNIT 1**

a driving force	to boost the cooperation among	a leading promoter
retrenchment	a one-sided reliance	revert to
power (regional, global)	agreement	engagement in politics
bringing an end to	assembly line (plant, point)	multilateral treaties
thoughtful approach	be at the forefront	rapprochement process
be regarded by	be regarded by	plunge into crisis
statehood	bilateral and multilateral formats	a much-needed venue
the umbrella organization	coordination	substantial
harmonize	cornerstone	durablere solution
banning	counterpart	strategic influence
security maintenance	disarmament	diplomatic front
global platform	enhancing security	improvement
endure	facilitate	reconfirm
arms and drugs trafficking	human trafficking (in persons)	international agenda
defense	humanitarian aid (assistance, crisis)	implementation
interim solution		to articulate
consecutive development	industrial potential	border
peacemaking initiatives	internal strife	venue
external/internal reforms	international security	global centers
unconventional terrorism	irregular migration	organized crime
reconfirming	landlocked country	foster
emanating	lukewarm support	to be subsumed under
to be constrained by	multivectorism	decisive emergence in
emergency reaction	mutual relations	stability

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

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regional conflicts	national identity	border control
disarmament	nuclear risks (weapons)	non-proliferation
a welcoming speech	offering a platform	the upcoming talks
bolstered relations	opposition	diplomacy
constructive international actor	policy pillars	outweigh
geopolitical situation	political and legal base	peaceful settlement
expertise	political discord	feasible
home and foreign policy	preservation	environmental problems
cooperation	priority	negotiations
to obtain a seat at	proactive	international scene
money laundering	reformation	interaction
lasting peace	restoring	commitment
partnership	specification	combating terrorism
leverage	steadfast commitment	constructive role
nuclear power (hardware, weapons)	strategic goals	drug trafficking
nuclear-weapon-free zone	to be underpinned by	destruction
major powers	to forge	compromise
intermediary	to outlaw	unprecedented
silkroad countries	to strengthen	initiative
volatile cocktail	to strive for	assistance project
launched a bid for	unilateral initiatives	under the auspices
security (regional, global)	visa-free-regime	risks/challenges
summit	within the framework of	to be anchored in

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

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stance	outstanding	to preside	family of nations
challenge	steadfast	to forge	land-locked country
spirit	durable	to restore	lukewarm support
obligation	credible	to alter	international scene
seat	legitimate	to trigger	global engagement
revenue	constructive	to reject	food security,
commitment	remarkable	to maintain	peacekeeping mission
cornerstone	proactive	to pursue	assistance project
venue	persistently	to urge	transnational threat,
cease-fire	ultimately	to strengthen	international actor.
multilateralism	preventive	to galvanize	transport corridor
agenda	convening	to reinforce	radioactive contamination
representative	fundamental	to host	to warn in advance
contributor,	stronger	to convene	to carry out nuclear tests
microcosm,	indivisible	to tackle	environmental concern
resolution,	sustainable	to reinforce	middle-income country,
vanguard	dramatically,	to ease	to launch a bid for
settlement	paramount	to renounce	under the auspices of
solidarity	precarious	to enhance	a pragmatic partner
inclusiveness	mutually	to abandon	an impartial broker
transparency	reinforcing	to advance	global and regional
implementation	geostrategic	to ensure	initiatives
hub	substantial	to fulfill	a trustworthy partner
envoy	reasonably	to consolidate	to entry into force.
cooperation	tremendous	to boost	balanced approach
welfare	strategic	to	honest arbitrator
manifestation	delicate	commemorate	to gain a reputation
intersection	considerable	to persist	to provide a platform for
hardship	comprehensive	to assist	inter-religious harmony
bloodshed	urgent	to restore	inter-religious dialogue
willingness	catastrophic	to combat	in the framework of
resumption	peace-loving	to designate	to be engaged in
compliance with	unbiased	outline	to allocate funds
counter-terrorism	unavoidable	to overcome	political environment
consent	permanent	to obliterate	collective voice
		to recall	

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

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revival	newly-	to adopt	humanitarian supply
modernization	appointed	to generate	tight collaboration
cradle	prosperous	reiterate	to be a linchpin of
ferocity	reputable	to safeguard	international recognition
statehood	overwhelming	to foster	to give an impetus to
emergence	innovative	to act	to pave the way for
assertion	unmatched	to envisage	military confrontations
feasibility	meaningful	to resolve	to free the planet from
core	genuinely	to seize	global efforts
reconciliation	astonishingly	to provoke	to strive for
expediency,	multifaceted	to reaffirm	a clear logic
misconception	full-fledged	to emphasize	to keep a close eye on
accord	unscrupulous	to conduct	
	everlasting		

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 1: Shaping Global Affairs  
(4 hours)**

**WARMING UP ACTIVITY:**

**1. Draw a MIND MAP on the topic “Shaping Global Affairs”. What can it include?**



**2. Divide into small groups of 3 students and choose one quotation. Referring to Task 1, discuss it for 10 minutes. Say if you agree or disagree and explain why.**

Like primitive, we now live in a global village of our own making, a simultaneous happening. It doesn't necessarily mean harmony and peace and quiet but it does mean huge involvement in everybody else's affairs.

**Marshall McLuhan**

All diplomacy is a continuation of war by other means.

**Zhou Enlai**

Diplomacy is more than saying or doing the right things at the right time, it is avoiding saying or doing the wrong things at any time.

**Bo Bennett. American**

It is a melancholy truth that even great men have their poor relations.

**Charles Dickens**

**3. Make the collocations and find their equivalents for the word “AFFAIRS”.**



**VOCABULARY**

**1. Look at the following headlines. With a partner, decide what they might mean. Use the glossary below.**

If the current crisis gets worse, **civil war** could **break out** at any time!

Russia hopes to **reach an agreement** with...

China is **willing** to **compromise**

European **allies** are **determined** to find a solution

Finally, there is some hope of a **peace settlement**!

Glossary

Ally <i>noun</i>	A country that agrees to support another country
Determined <i>adj</i>	Having a strong desire to do smth and be successful
Reach an agreement <i>phrase</i>	Arrive at a decision that both sides agree on
Peace settlement <i>phrase</i>	An official agreement that ends a war
Willing to do smth <i>phrase</i>	Happy and prepared to do smth
Compromise <i>verb</i>	Accept less than you want in order to reach an agreement
Civil war <i>phrase</i>	A war between groups of people who live in the same country
Break out <i>phrasal verb</i>	Start suddenly

**2. Complete the text with the words from task 1.**

\_\_\_\_\_ has now lasted almost ten years. \_\_\_\_\_ of the two sides in the conflict have managed to get them to agree to a temporary ceasefire on several occasions, but they have never been able to get the two leaders of the sides to negotiate a peace \_\_\_\_\_. It seems they are both \_\_\_\_\_ to carry on fighting to the bitter end and are not \_\_\_\_\_ to \_\_\_\_\_. There is now at least the possibility that the two leaders could \_\_\_\_\_ an agreement that will lead to a more lasting \_\_\_\_\_ settlement.

**READING ACTIVITY**

**PRE-READING TASK:**

**Task 1.** With a partner, rank these jobs from most stressful to least stressful: pilot, policeman, doctor, teacher, housewife, president and taxi driver. Which position have you placed a president? Why?

**Task 2.** Look at the following photos and, in pairs, try to guess which counties the presidents in the photos represent:





**Task 3.** What do you know about the relationships between the countries stated in task 2 above? Refer to the present situation and to the history.

**WHILE-READING TASK:**

**Task 4.** Read the following text carefully on the relationships between the USA and North Korea in 2017. That situation described in the text shows how tense the global affairs might be. Identify the factors influencing the world of politics.

**Task 5.** Look at the text again and find words which mean the same as definitions 1-6 below.

- 1 danger
- 2 passionate, burning
- 3 insane, mad
- 4 to underestimate, to understate

5 rocket, jet

6 thing that discourages or is intended to discourage someone from doing something

**Task 6. Do the following statements agree with the information given in the text? Mark them as T (True) or F (False).**

A) North Korean leader Kim Jong-un called Mr Trump as a mad person.

b) US bombers flew near North Korea's south coast.

c) The 'war of words' between North Korea and the USA has been lasting for 2 months.

d) Finally, North Korea has decided to stop its nuclear testing.

e) American President Donald Trump said the USA possessed nuclear weapons compared to North Korean ones.

### **TRUMP AND NORTH KOREA WAR OF WORDS ESCALATES**

**US President Donald Trump has made new threats against North Korea in response to the country's foreign minister's fiery speech at the UN on Saturday.**

Ri Yong-ho described Mr Trump as a "mentally deranged person full of megalomania" on a "suicide mission". The US president responded by saying Mr Ri and North Korean leader Kim Jong-un "won't be around much longer" if they continue their rhetoric.

The fresh insults came as US bombers flew close to North Korea's east coast. The Pentagon said the aim was to demonstrate the military options available to the US to defeat any threat.

It said the flight was the farthest north of the demilitarised zone between the Koreas that any US fighter jet or bomber had flown in the 21st Century. Tensions have risen recently over Pyongyang's nuclear programme. Despite weeks of angry words, experts have played down the risk of direct conflict between the two. However, there are concerns that the escalating rhetoric could lead to one side misinterpreting the other, with dangerous consequences. Ri Yong-ho's comments to the General Assembly on Saturday mimicked Mr Trump's remarks at the UN on Tuesday, when he called North Korean leader Kim Jong-un a "rocket man on a suicide mission".

Mr Ri said that “insults” by Mr Trump were an “irreversible mistake making it inevitable” that North Korean rockets would hit the US mainland. The US president, the foreign minister said, would “pay dearly” for his speech, in which he also said he would “totally destroy” North Korea if the US was forced to defend itself or its allies.

Shortly before his address, the Pentagon announced that the show of force underscored «the seriousness» with which the US took North Korea’s «reckless» behaviour, calling the country’s weapons programme a «grave threat».

«This mission is a demonstration of US resolve and a clear message that the president has many military options to defeat any threat,» it said in a statement.

“We are prepared to use the full range of military capabilities to defend the US homeland and our allies.” US Air Force B-1B Lancer bombers from Guam, escorted by Air Force F-15C Eagle fighters from Okinawa, Japan, flew in international airspace, the Pentagon added. The flight follows a week of heated rhetoric between the leaders of both countries - after Mr Trump’s comments, Mr Kim called him “mentally deranged” and “a dotard”.

Mr Ri did not comment on the Pentagon’s announcement. North Korea has refused to stop its missile and nuclear tests, despite successive rounds of UN sanctions. Its leaders say nuclear capabilities are its only deterrent against an outside world seeking to destroy it.

After the North’s latest and most powerful nuclear test earlier this month, the UN Security Council approved new sanctions on the country. But speaking at the UN, Mr Ri repeated that the restrictions would not make the country stop its nuclear development.



<http://goo.gl/jGoPH6>  
<https://www.bbc.com/news/world-asia-41377124>

**POST-READING TASK:**

**Task 7.** U.S. President Donald Trump has given North Korea another warning over its plans to fire its weapons. How could the following help resolve this crisis? Complete this table with your partner(s).

	What they could/should do?	How much it would help?
<b>Donald Trump</b>		
<b>Kim Jong-un</b>		
<b>China</b>		
<b>Russia</b>		
<b>United Nations</b>		
<b>South Korea</b>		



**PROBLEM QUESTIONS: 1.** Discuss with your partner, giving your own overview based on the current and common understanding of the situation. Try to use the expressions in Useful language.

**Situation #1.** Students A **strongly** believe President Trump’s words about the power of their nuclear weapon are nonsense; Students B **strongly** believe they are not.

**Situation #2.** Students A **strongly** believe there will be peace all over the world one day; Students B **strongly** believe that will never happen.

**Situation #3.** Students A **strongly** believe that no state can intervene into the internal affairs. Students B believe that there should be the organizations as UN or powerful countries that would prevent the crises in other countries.

- I don’t agree with you ...
- I (completely) disagree...
- Sorry, that’s not right
- I’m afraid, you are not right
- I’m sorry but you must be mistaken
- I might have misunderstood you



I am not so sure about that.  
I agree with you up to a point, but...  
I see what you mean, but...  
To a certain extent yes, but...

There's some truth in what you say. I agree with much of what you say, but...

That may be true, but on the other hand...



**2. Imagine you are a journalist that is going to interview the president of the USA Donald Trump. What questions would you ask? Suppose what answers be like? Make up a dialogue.**

**3. PROJECT WORK.** Divide into groups of 3 students and choose a state from the list. Imagine you are political leaders. You have to present your action plan of work in the following areas within your state and in terms of relationships with other countries. Justify your policy.

Canada	France	North Korea	Turkey
USA	Russia	China	Turkey

**Focus areas:**

- Peacekeeping
- Ecology
- international development
- Education and healthcare
- Refugees

**4. Divide into small groups of 3 people. Imagine that you are a candidate for the president of Kazakhstan. What will you do in the following situations? Use all the means to look persuasive. Justify your views.**

- A. Create the name for your political party and its slogan.
- B. Soon you are going to have a debate with other candidate for a president. What are you going to wear and why (describe the

details: accessories, colors). What manner of speech are you going to use?

C. Today the LGBT movement is growing and developing its power. People around the world have changed their attitude towards it. That's not a forbidden topic any more. A number of countries have already legalized the marriage between people of the same gender, and this is spread not only among common people, but popularized by celebrities and supported by politicians. It's a matter of time when it comes to Kazakhstan with the force it has outside. What position will you have as regards to it?

D. Nowadays we live in the world of globalization. Borders are open, bridges are built, education is affordable, and countries are hospitable. But not always and not everywhere. But it is mostly true. When we visit other country, it is inevitable to see a migrant, who is living there with his family and is not going to leave it. So, after having been to such a country, it seems that Kazakhstan is not as multinational as we always say it is. As regards to the world crisis, we are also considered as a country which expects a big flow of migrants. Do you think it is a problem? If yes, what steps will you take? If not, what advantages do you see in it?

E. Kazakhstan is a country which follows the policy of nuclear non-proliferation. But if you were a head of the state, what would you do with nuclear weapon and would you support the closing of nuclear test site?

F. You are given the list of the most topical issues nowadays. Tick three things you would pay more attention to as the president of the state.

- Children's education and upbringing
- Unemployment
- Role of women in society
- Terrorism
- Discrimination of people of other races, gender, age
- Healthcare system
- Safety measures
- Intelligent (secret) service
- Science and technologies
- Art and culture

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 2: Promoting a Balance of Power within Regions  
(3 hours)**



**WARMING-UP ACTIVITY:**

**1. Look at two pictures and compare and contrast them in pairs.** Use some phrases for comparing and contrasting pictures in Appendix 3.

- √ give a brief description of the pictures
- √ say what the pictures have in common
- √ say in what way the pictures are different
- √ say which picture is closer to your preference
- √ explain why

**2. Work with a partner. Look at these pictures and discuss the following topics:**

- A. Balance of power – what is it?
- B. Balance of power is inevitable for the regional as well as international peace and security – why?
- C. The dynamics of balance of power in preventing `military and other conflicts in today's world – what kind of methods to use?

**3. Use the following format to create personal flashcards for the provided list of words:**

UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

**The list of words:** *equilibrium, preponderance, rival, alliance, proponents, predominance, superpower, collapse, assumption, deterrence, vigilance, sovereignty, dimension.*

NAME: _____	DATE: _____
<b>Vocabulary Frames</b>	
DIRECTIONS: Use the following format to create flashcards:	
<b>Top Right Corner:</b>	Write the word's definition
<b>Top Left Corner:</b>	Write the word's opposite and cross it out
<b>Lower Left Corner:</b>	Write a silly sentence that uses the definition of the word
<b>Lower Right Corner:</b>	Draw a graphic to help you visualize the concept
<b>In the Center:</b>	Write the word

**Example of a personal vocabulary frame:**

Look Backward	Look forward, Foretelling
<b>PREDICTION</b>	
Dictator Napoleon looked ahead by gazing in a crystal ball.	

**4. Look at the following quotations and say which ones you agree/disagree with most and what they mean.**



- A. “Whenever the term Balance of Power is used without qualification, it refers to an actual state of affairs in which power is distributed among nations with approximately equality” — Hans. J. Morgenthau.
- B. “Balance of Power is a nearly fundamental law of politics as it is possible to find.” —Martin Wright
- C. “The Structural changes in international politics of post-war period have not greatly affected the principle of Balance of Power. It still holds good in respect of regional relations among nations.” —Arnold Wolfers
- D. “Balance of Power is such a ‘just equilibrium’ in power among the members of the family of nations as will prevent any one of them from becoming sufficiently strong to enforce its will upon others.” —Sidney B. Fay

**5. Create an outstanding and modern infographics on the topic “Balance of power: etymology” and be ready to present it. Include the following information in the infographics:**

- √ Ancient times
- √ Treaty of Utrecht in 1713
- √ Peace of Westphalia 1648
- √ Congress of Vienna 1814
- √ The Golden Age of BOP:



<https://goo.gl/bWSAeA>

*(here you can find free tools for creating infographics  
<http://www.creativebloq.com/infographic/tools-2131971> )*

**PRE-READING TASK:**

**Task 1: Read the article and choose *A, B, C* or *D*:**

**READING ACTIVITY**

Balance of power is system of international relations in which nations seek to maintain an approximate equilibrium of power among many rivals, thus preventing the preponderance of any one state. Crucial to the system is a willingness on the part of individual national governments to change alliances as the situation demands in order to maintain the balance. Thucydides' description of Greece in the 5th cent. B.C. and Guicciardini's description of 15th-century Italy are early illustrations. Its modern development began in the mid-17th cent., when it was directed against the France of Louis XIV. Balance of power was the stated British objective for much of the 18th and 19th cent., and it characterized the European international system, for example, from 1815-1914. After World War I the balance of power system was attacked by proponents of cooperation and a community of power. International relations were changed radically after World War II by the predominance of two superpowers, the United States and the Soviet Union, with major ideological differences between them. After the 1960s, with the emergence of China and the Third World, a revived Europe and Japan, it reemerged as a component of international relations. With the collapse of the USSR in 1991, the United States, as the sole remaining superpower, has been dominant militarily and, to a lesser degree, economically.

The concept of the Balance of Power can be a useful tool in explaining the behaviour of states. Mostly because it is founded on the theory that all states act to preserve their own self-interest. If they are to do this they must prevent domination by any other state, which leads to the assumption that they must build up power and form alliances. Throughout history we can see the B.O.P. concept in action. The states of Europe held each other in balance through the first 300 years of the modern state system. The clearest example of the B.O.P. concept can be found in the Cold War. In the Cold War the two superpowers the U.S. and the U.S.S.R. held a stable world balance between them. Both states sought to deter domination by the other through a build-up of arms and through the creation of strong alliance systems. Under the B.O.P. theory the logic of the Cold War strategies and alliances seems apparent, with the best method of security being strength.

**WHILE-READING TASK:**

**Task 2. What is the purpose of the article?**

- A) To describe the history of the Balance of Power theory.
- B) To describe the meaning of the term “Balance of power”.
- C) To describe the development of international relations.
- D) To describe the reasons for establishing a balance of power

**Task 3. What is the importance of balance of power in international relations?**

A) Balance of power is important because it is a system in which a relative peace can be kept among a large number of states when there is no hegemon among them.

B) Balance of power is important if a country wants to protect itself against another country

C) Balance of power is important because the two rivals might not get to war if one gets more power than the other.

D) Balancing power between opposing groups provides an opportunity for both groups to be heard.

**POST-READING TASK:**

**Task 4. Comprehension Check. Read the text and answer the questions**

1. Why were international relations changed radically after World War II?
2. Why can the concept of the Balance of Power be a useful tool in explaining the behaviour of states?
3. How was the B.O.P. concept implemented throughout history?
4. How can we see the B. O. P. concept in action nowadays?

**Task 5. Read the text “FIVE CONDITIONS THAT PROMOTE THE SMOOTH OPERATION OF THE BALANCE OF POWER” and do the following vocabulary tasks:**

**A.** Prepare creative FLASHCARDS, which should include a) associative pictures; b) definitions, c) synonyms; d) antonyms of the **highlighted words** in the text:

**B.** Give Russian equivalents to the underlined phrases in the text:

**C.** Search for other possible collocations with the *words in italics*:

## FIVE CONDITIONS THAT PROMOTE THE SMOOTH OPERATION OF THE BALANCE OF POWER

Recognizing the confusion and flexibility attending the term “balance of power,” any attempt to construct a list of conditions that make a balance of power system most likely to emerge, endure, and function properly should be seen as a worthy, if not **foolhardy**, exercise. In that spirit, I offer the following five conditions, which are jointly sufficient to bring about an effectively performing balance of power system.

1. At Least Two Egoistic Actors under Anarchy that Seek to Survive. Within an anarchic realm, which lacks a **sovereign arbiter** *to make and enforce agreements* among states, there must be at least two states that seek **self-preservation**, above all, for a balance of power to exist. Further, states must be more self-interested than group-interested. Each desires, if possible, greater power than its neighbors. If states act to promote *the long-run community interest* over their short-run national interest (narrowly defined), or if they equate the two sets of interests, then they exist within either a Concert system or a Collective Security system. Simply put, states in a balance of power system are not **altruistic** or other-regarding; they act, instead, in ways that maximize their relative **gains** and avoid or minimize their relative losses.

2. **Vigilance.** States must be watchful and sensitive to changes in the distribution of capabilities. Vigilance about changes in the balance of power is not only salient with respect to actual or **potential rivals.** It is also necessary with regard to one’s **allies** because (a) when its allies are growing weaker, the state must be aware of the deteriorating situation in order *to take appropriate measures to remedy the danger*; conversely, (b) when its allies are growing rapidly and dramatically stronger, the state should be alarmed because today’s friend may be tomorrow’s enemy.

3. Mobility of Action. States must not only be aware of changes in the balance of power, they must be able to respond quickly and decisively to them. As Gulick points out: “Policy must be continually readjusted *to meet changing circumstances* if an **equilibrium** is to be preserved. A state which, by virtue of its institutional make-up, is unable to readjust quickly to altered conditions will find itself at a distinct disadvantage in following a balance of power policy, especially when other states do not labor under the same difficulties.” Here, Gulick echoes a concern at the time (during

the early Cold-War period) that democracies are too slow-moving and deliberate to balance effectively, putting them “at a distinct disadvantage” in a contest with an authoritarian regime.

4. States Must Join the Weaker (or Less Threatening) Side in a Conflict: As Kenneth Waltz puts it, “States, if they are free to choose, **flock to the weaker side**; for it is the stronger side that threatens them.” According to structural realists, the most powerful state will always appear threatening because weaker states can never be certain that it will not use its power to violate their sovereignty or threaten their survival. Stephen Walt’s balance of threat theory amends this proposition to say: States, if they are free to choose and have credible allies, flock to what they perceive as the less threatening side, whether it is the stronger or weaker of two sides. For Walt, threat is a combination of (a) **aggregate power**; (b) proximity; (c) offensive capability; and (d) offensive intentions. This last dimension, offensive intentions, is a non-structural, ideational variable, which some critics of realism see as an ad **hoc emendation**—one that *is only loosely connected*, if at all, to neorealism’s core propositions. More on this in the conclusion of the article.

Obviously, balance of power predicts best when states balance against, rather than bandwagon with, threatening **accumulations of power**. But it is not necessary that every state or even a majority of states balance against the stronger or more threatening side. Instead, *balancing behavior* will work to *maintain equilibrium* or to restore a disrupted balance as long as the would-be hegemon is prevented from gaining preponderance by the combined strength of *countervailing forces* arrayed against it. The exact ratio of states that balance versus those that do not balance is immaterial to the **outcome**. What matters is that enough power is aggregated to check **preponderance**.

5. States Must Be Able to Project Power. Mobility of policy also means mobility on the ground. If all states adopt strictly defensive **military postures and doctrines**, none will be attractive allies. In such a world, external balancing would, for all intents and purposes, disappear, leaving **balance-of-power dynamics** severely limited. This condition is a very small **hurdle** for the theory to clear, however, since “great powers inherently possess some offensive military capability,” as John Mearsheimer has forcefully argued (790 words).

**Task 6. Skimming: read the text “Five conditions that promote the smooth operation of the balance of power” and identify the main idea of each paragraph (1-5) by choosing the correct letter A, B or C:**

**1. The main idea of paragraph one (1) is:**

**A.** There should be total anarchy which lacks a sovereign arbiter to make and enforce agreements among states.

**B.** For a balance of power to exist, at least two states should have the urge for preserving themselves from the relative losses and be self-interested.

**C.** A state in a balance of power system usually shows concern for the happiness and welfare of other people rather than for its own nation.

**2. The main idea of paragraph two (2) is:**

**A.** Vigilance denotes the changes in the balance of power and it is necessary to relevantly distribute the states’ capacities among the allies.

**B.** Countries should act towards the policies of their real and potential rivals with caution

**C.** If a country’s allies are becoming weaker, the country should consider the deteriorating situation with the purpose of undertaking necessary measures to reduce the danger.

**3. The main idea of paragraph three (3) is:**

**A.** When a state can’t quickly react to changed terms it will find itself at a distinct disadvantage in pursuing a balance of power.

**B.** According to Gulick, sometime states deliberately react slowly to win in a contest with an authoritarian regime.

**C.** To preserve an equilibrium states should respond to altered situations as soon as possible by readjusting their policies to new circumstances.

**4. The main idea of paragraph four (4) is:**

**A.** One of the reasons why the states, if they have an opportunity to choose their allies, join weaker states is that powerful states will always appear threatening and may violate their sovereignty.

**B.** According to Walts’ opinion, the combination of factors that a threat consists of plays significant role in the process of choosing credible allies.

C. To maintain equilibrium states must join the weaker (or less threatening) side in a conflict in order to prevent preponderance.

**5. The main idea of paragraph five (5) is:**

A. States have to demonstrate power to facilitate the balance-of-power dynamics.

B. John Mearsheimer strongly believes that this condition is a very small obstacle for the theory of B.O.P. that can be easily overcome.

C. The **balance-of-power dynamics** will disappear if there are no attractive allies.

**1. Case-studies: Political Nightmares**

*Outline:*

√ Split into two groups – a group of political journalists and a group of political scientists

√ Choose one or two of the suggested interview topics and prepare questions/answers to them.

√ Use the unit wordlist. If necessary, use Google engine to find relevant information.

√ When ready, conduct the interview.

**Political Nightmares:** a political journalist and an American/European political scientist are having interview about the ways and means of maintaining the balance of power in the world.

As a committed journalist you should think of the questions on 1 or 2 of the following topics:

1. *U.S. Leadership and the Global Balance of Power*

2. *Nuclear weapons and balance of power in the 21st century*

3. *Nations that produce high technology are most powerful*

4. *Globalization and balance of power*

5. *G20 and balance of power.*

**DEVELOPING WRITING SKILLS: AN OPEN LETTER**

**1. Warming up to letter writing:** You are going to write down an open letter. First, discuss in pairs the following questions:

➤ Have you ever written a formal letter to anyone? If yes,

who did you write it to? Why did you write it? Did you get a feedback? If no, would you like to get such an experience? Why would you write a formal letter?

➤ What are the basic differences between formal and informal letters?

➤ What springs to your mind when you hear the word “open letter”? What do you think about the aim and function of an open letter?

**2. Read the definitions of an open letter and identify its type: formal or informal. Justify your answer by paying attention to its aim, function and audience (See the annex 4).**

*A. An open letter is a letter that is intended to be read by a wide audience, or a letter intended for an individual, but that is nonetheless widely distributed intentionally. Open letters usually take the form of a letter addressed to an individual but provided to the public through newspapers and other media, such as a letter to the editor or blog. Especially common are critical open letters addressed to political leaders.*

*B. The open letter, a popular format we see more and more across the internet, is a structure worth trying for a new post and fitting for all kinds of writing, from social and political commentaries to personal musings. It can be a letter for a large audience, or for a specific individual. Either way, it's public, intended to be widely circulated.*

*C. The open letter is playing a growing role in modern communication because it's an excellent way of reaching a wide audience. The definition of an open letter is that it is open to the public, not a closed and private communication between two individuals.*

**3. Read The Open Letter to Hobbyists written by Bill Gates, the co-founder of Microsoft. Ignore the words in brackets. Then answer the questions below the text.**

Epistolary history is full of open letters, those that are written with the intent that they'll be read by a wide audience. One of the best (or at least, most influential) open letters of all time was Bill Gates' The Open Letter to Hobbyist written in 1976.



### **An Open Letter to Hobbyists**

To me, the most critical thing in the hobby market right now is the lack of good software courses, books and software itself. Without good software and an owner who understands programming, a hobby computer is wasted. Will quality software be written for the hobby market?

Almost a year ago, Paul Allen and myself, expecting the hobby market to expand, \_\_\_\_\_ (hire) Monte Davidoff and \_\_\_\_\_ (develop) Altair BASIC. Though the initial work took only two months, the three of us have spent most of the last year documenting, improving and adding features to BASIC. Now we have 4K, 8K, EXTENDED, ROM and DISK BASIC. The value of the computer time we have used exceeds \$40,000.

The feedback we \_\_\_\_\_ (get) from the hundreds of people who say they are using BASIC has all been positive. Two surprising things are apparent, however, 1) Most of these “users” never bought BASIC (less than 10% of all Altair owners have bought BASIC), and 2) The amount of royalties we \_\_\_\_\_ (receive) from sales to hobbyists makes the time spent on Altair BASIC worth less than \$2 an hour.

Why is this? As the majority of hobbyists must be aware, most of you steal your software. Hardware must be paid for, but software is something to share. Who cares if the people who \_\_\_\_\_ (work) on it get paid?

Is this fair? One thing you don't do by stealing software is get back at MITS for some problem you may have had. MITS doesn't make money selling software. The royalty \_\_\_\_\_ (pay) to us, the manual, the tape and the overhead make it a break-even operation. One thing you do is prevent good software from being written. Who can afford to do professional work for nothing? What hobbyist can put 3-man years into programming, finding all bugs, documenting his product and distribute for free? The fact is, no one besides us \_\_\_\_\_ (invest) a lot of money in hobby software. We \_\_\_\_\_ (write) 6800 BASIC, and \_\_\_\_\_ (write) 8080 APL and 6800 APL now, but there is very little incentive to make this software available to hobbyists. Most directly, the thing you do is theft.

What about the guys who re-sell Altair BASIC, aren't they making

money on hobby software? Yes, but those who have been reported to us may lose in the end. They are the ones who \_\_\_\_\_ (give) hobbyists a bad name, and should be kicked out of any club meeting they show up at.

I would appreciate letters from anyone who \_\_\_\_\_ (want) to pay up, or has a suggestion or comment. Just write to me at 1180 Alvarado SE, #114, Albuquerque, New Mexico, 87108. Nothing would please me more than being able to hire ten programmers and deluge the hobby market with good software.

Bill Gates

General Partner, Micro-Soft

**1. Comprehension check questions:**

1. Who are the Recipients of this letter?
2. What is the letter about?
3. What is a writer trying to achieve?
4. What are the key statements?
5. Which part of the letter is the most powerful and convincing? Why?

**2. Questions referring to the style of the letter:**

1. Is the letter constructed logically?
2. What discourse markers are used to make the letter cohesive and coherent?
3. What is the tone and style of the letter?
4. What is the layout of the letter?
5. What traditional parts of a letter does it have?

**3. Fill in the blanks with the verbs in brackets. Put the verb into the correct form.**

**4. Use the Google search engine to find out the reaction (feedback) of people to this letter and give the answer to the questions:**

- How many magazines published this letter on their pages?
- Was the letter noticed by anyone? Was it strong?
- How many people responded to the letter?
- Where were the responses published?

**5. Write down an open letter to the UN Secretary General considering the tips for writing an open letter given in the Appendix 6.** Use the unit wordlist. Choose one of the two topics below:

- 1. Global Stability through Disarmament*
- 2. The Balance of Power as an International Order*

A Pecha Kucha or 20×20 presentation contains 20 slides, with each slide shown for 20 seconds, for a presentation of exactly 6 minutes, 40 seconds. The format is 20×15 (i.e. 20 slides, 15 seconds per slide, 5 minutes in length).

For more information about Pecha Kucha tips visit <https://goo.gl/nWpzoM>



**6. Pecha Kucha presentation on the Topic:  
“METHODS OF BALANCE OF POWER”**

For a presentation it is important to clearly state your goal:

*What do you want your presentation to say?*

*What should your audience know after your presentation?*

As you compile the research for your presentation you should answer these two questions. Get rid of any information that does not answer these questions.

**7. Text reduction and development exercises:**

- Reduce the text to the core in the written form.
- Having done the reduction of the text in writing, develop it back orally.

**Roots of North Korean Disequilibrium and Danger**

Today, almost 63 years after an Armistice Agreement ended the daily combat of the Korean War, the Korean peninsula is still heavily armed with both conventional and nuclear weaponry. This status quo, however, is far from static; unchecked nuclear

To make it clear!

Text reduction and development exercises improve student’s knowledge of foreign and native vocabulary, help to develop easiness and flexibility of vocabulary use in interpretation.

Doing text reduction and development exercises students might compete for the number of sentences developed and reduced or for a better quality of the developed or reduced text in terms of grammar and vocabulary.

weapons development by North Korea poses a growing security threat to South Korea and Japan, to the US-ROK (the Republic of Korea or ROK) and US-Japan alliances, and to the US mainland. The North's expanding nuclear arsenal, coupled with reluctance within the US-ROK alliance to "think the unthinkable" regarding nuclear war, elevates the North's threat projection and contributes significantly toward security disequilibrium in Northeast Asia.

Consequently, the US and South Korea are gradually losing control over the regional security situation. The following additional factors have contributed to Northeast Asia's growing disequilibrium:

The rise of Chinese political, military and economic power has prompted increasing attempts to influence both North and South Korea. Beijing's strong admonition to the ROK against deploying the Terminal High Altitude Area Defense (THAAD) system is the most recent example.

A resurgence of Russian nationalism in opposition to the United States has increased the likelihood that the Kremlin will work to thwart Washington's efforts on the peninsula. The zero-sum mentality now characterizing US-Russian relations leaves little probability of significant bilateral cooperation to lessen the North Korean threat.

The failure of the US to recalibrate its policy approach to North Korea has left room for Pyongyang to continue growing its nuclear and missile programs at will. Moreover, there are weak shaping efforts currently being employed to alter that equation, in part, due to distractions caused by Middle East conflicts, limiting US ability to focus on Northeast Asia.

The inability of UN and US sanctions to cripple the North Korean regime and economy has proven this policy tool largely ineffective. Moreover, Beijing's unwillingness to apply pressure on the North Korean regime to change either economically or through denuclearization heightens Pyongyang's sense of resiliency and power.

The ability of North Korean ruler Kim Jong Un to complete his transition to absolute power without serious opposition to his rule has proven he must be taken seriously and not characterized as a cartoon buffoon. He is working to achieve the North's vital national interests of regime legitimacy, strong national defense and economic viability. Success in these areas would ensure he remains on the world stage for a long time to come.

South Korea's increasingly independent actions, such as procurement

of weapons systems that are not interoperable with the US system, and domestic political conditions, such as reductions in terms of service of its soldiers, have made both the US-ROK alliance and Japan-ROK relations more difficult to manage. As a result, US allies facing the North Korean threat must contend with fractured bilateral and trilateral relationships.



Source: <https://goo.gl/6sUddG>

Source: <http://www.38north.org/2016/09/wmckinney091516/>

### COMMUNICATION ACTIVITIES:

**Task 1. Problem-solving exercise:** Give your own overview of the situations, basing on the current and common understanding of the role of UN in ensuring global balance of power. Use wordlist to prepare your answer.

**Situation 1.** What are the reasons and impact of the so-called “Arab” revolutions on the world’s socio-economic balance of regional potentials? What was the role of UN in “Arab” revolution and the UN’s response to the Arab spring?

**Situation 2.** To what extent do you believe the rise and fall of M. Gaddafi was the sign of never ending dictatorship? What should be the world’s, and in particular, UN’s reaction to these types of leadership?

**Situation 3.** Countries like Syria, Venezuela, and North Korea are suffering from international financial and political sanctions for years. World is trying to push them to follow the international human rights. To what extent do you believe the world leading organization such as UN could make them follow the international demands?

**Situation 4.** Governments have the right to rule their country in the way they prefer. What are the situations that UN and related organizations may

have the right to interfere?

**Task 2. Conducting Debates** on the topic: **Critical Evaluation of Balance of Power.**

**Group “For”** should prepare their arguments in favor of Balance of Power.

**Group “Against”** should prepare their arguments against Balance of Power.

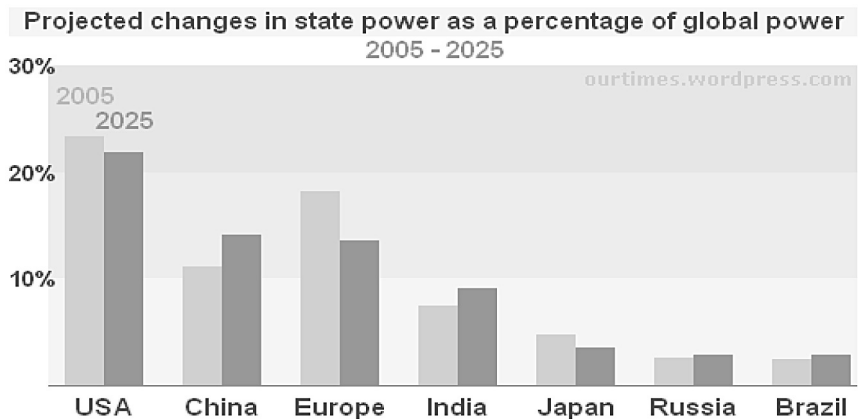
Every team should prepare reasonable and strong arguments supporting them with the examples, referring to the world history. Use the unit wordlist.

*For more useful tips of organizing successful debates, see the annex 5.*

**WRITING TASK:** Describing bar charts on the topic “Shifting World Power The rise of New Powers and the end of American hegemony?”

The chart below gives information about projected changes in state power as a percentage of global power in the period of 2005-2025.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.



Source: Global Trends 2025, U.S. National Intelligence Council, 2008

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 3: Top Geopolitical Risks (Geopolitical Isolation)  
(4 hours)**



**WARMING-UP ACTIVITY:**

**1. Look at two pictures and compare and contrast them in pairs.**

Use some phrases for comparing and contrasting pictures in Annex 4.

- give a brief description of the pictures
- say what the pictures have in common
- say in what way the pictures are different
- say which picture is closer to your preference
- explain why

**2. WORD SEARCH:** Look in your dictionary/computer to find collocates, other meanings, information, synonyms ... for the words 'geopolitical' and 'risk'.

- Share your findings on word search activity with your partners.
- Make two general and two special questions using the words you found.
- Work with your partner and answer the questions based on your background knowledge.

<b>Geopolitical</b>	<b>Risk</b>	<b>Political</b>
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**3. Study the definitions of geopolitics, geopolitical and political risks. How are these definitions different from each? In what way are they similar to each other?**

**A.** Geopolitics (from Greek γῆ gē «earth, land» and πολιτική politikḗ «politics») is the study of the effects of geography (human and physical) on international politics and international relations. Geopolitics is a method of studying foreign policy to understand, explain and predict international political behavior through geographical variables. These include area studies, climate, topography, demography, natural resources, and applied science of the region being evaluated. (Wikipedia)

**B.** Geopolitical means the study of geographic factors and their influences on power relationships in international politics. Geopolitical pundits have sought to demonstrate the importance in the determination of foreign policies of factors such as the acquisition of natural boundaries, access to important sea routes, and the control over strategically important land areas. The term was first employed in the early 20th century by the Swedish political scientist Rudolph Kjellén.

**D.** Political risk is the probability that political decisions, events or conditions will result in losses. Politics affect everything from taxes to interest rates and political events can dramatically impact the price of assets or cost of doing business.

**C.** Geopolitics is defined as the study of how geography and economics influence politics and the relations between countries. An example of geopolitical risk could include a flare-up of tensions between Saudi Arabia and Iran that resulted in a spike in the price of oil.

**E.** The term political risk has had many different meanings over time. Broadly speaking, however, political risk refers to the complications businesses and governments may face as a result of what are commonly referred to as political decisions—or «any political change that alters the expected outcome and value of a given economic action by changing the probability of achieving business objectives». Political risk faced by firms can be defined as «the risk of a strategic, financial, or personnel loss for a firm because of such nonmarket factors as macroeconomic and social policies (fiscal, monetary, trade, investment, industrial, income, labour, and developmental), or events related to political instability (terrorism, riots, coups, civil war, and insurrection).»



**4. Paraphrase the following sentences from the definitions given above: (In Annex 1 you can find useful tips for paraphrasing, use them while doing this activity)**

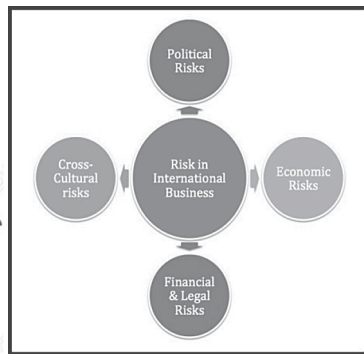
1. Geopolitics (from Greek γῆ gē “earth, land” and πολιτική politiké “politics”) is the study of the effects of geography (human and physical) on international politics and international relations.

2. Geopolitical pundits have sought to demonstrate the importance in the determination of foreign policies of factors such as the acquisition of natural boundaries, access to important sea routes, and the control over strategically important land areas.

3. Political risk is the probability that political decisions, events or conditions will result in losses.

4. Broadly speaking, however, political risk refers to the complications businesses and governments may face as a result of what are commonly referred to as political decisions — or “any political change that alters the expected outcome and value of a given economic action by changing the probability of achieving business objectives”

**5. Using the following “word clouds” write a paragraph about global risks and their types. If necessary, explore the Internet to find information, but do not plagiarize, try to paraphrase.**



**VIDEO LESSON ON TOP GEOPOLITICAL RISKS FOR 2017**

**PRE-WATCHING TASKS:**

**You are going to watch news about top geopolitical risks for 2017. CBS News held interview with Ian Bremmer, founder of Eurasia Group, that annually forecasts the political risks most likely to play out over the course of the year. This year’s report was published on 3 January, 2017.**

**Task 1.** Multiple—choice quiz: “How aware are you of political risks?” do the quiz and then check your answer with your teacher:

**I Political risk**

- A) is an example of a macro risk
- B) arises from uncertainty regarding exchange rates.
- C) refers to the potential losses to the parent firm resulting from adverse political developments in the host country
- D) a) and c) are both correct.

**II Other things equal, a country will be perceived to have more political risk:**

- A) The less integrated it is into the world system
- B) The more stable a country’s government is.
- C) The more stable its neighboring countries are
- D) With lessening income inequality

**III Country risk**

- A) is a narrower measure of risk than political risk
- B) is a broader measure of risk than political risk.
- C) is unrelated to political risk.
- D) none of the above

**IV OPIC stands for**

- A) The Organization of Petroleum Importing Countries
- B) The Olympic Potential Incubation Center
- C) The Option Pricing Institute Councils
- D) The Overseas Private Investment Corporation

**Task 2. Look at the photos and try to predict some of the top geopolitical risks and explain your forecasts:**



**WHILE-WATCHING TASK:**

**Task 3. As you watch the video, fill in the blanks with one or two words:**

1. But if you want to talk about the \_\_\_\_\_ we have to recognize that this is the most dangerous year in terms of \_\_\_\_\_.

2. You know there is economic \_\_\_\_\_ on average every seven years since World War II, so people that have been in the marketplace for a long time are used to the \_\_\_\_ and \_\_\_\_ cycle.

3. Geopolitics has recessions too but we haven't one since \_\_\_\_\_.

4. You've done this list of all the different types of risks from all around the globe but, of course, the top of your list is \_\_\_\_\_ America.

5. The idea that the USA no longer is prepared to play the role of either global \_\_\_\_\_, architect of global trade or perhaps most importantly

## UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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\_\_\_\_\_ of global values, this is no more exceptional and \_\_\_\_\_ America.

6. None of that is really a serious challenge in the USA in \_\_\_\_\_.

7. American allies, they are very \_\_\_\_\_ by the USA, that says that they are no longer want to take on the responsibilities of traditional \_\_\_\_\_ or the provision of public goods, the support of \_\_\_\_\_.

8. But now the second on your list is “\_\_\_\_\_”. What are you referring to there?

9. This is of course the most important \_\_\_\_\_ in the world that between the US and China.

10. Trump is likely to manage the Chinese relationship \_\_\_\_\_, especially if people don't take \_\_\_\_\_ out of his hands.

### POST-WATCHING TASK:

#### Task 4. Watch the video and answer the following questions:

1. How does 2017 list of geopolitical risks look like compared to some of the other years lists? Why did he call it to be the most dangerous one?

2. “In 2017 we enter a period of geopolitical recession”. What is the meaning of geopolitical recession?

3. What causes a lot of instability around the world?

4. What occupies the top of the list? Why?

5. What's the second thing on the list?

6. How does he describe relationship with China in time of Obama and Trump's presidency?

7. What are the positive trends in the list of geopolitical risks?

8. Does he think that there is a remote possibility that major powers will end up at war with each other?



Here's the link to video: <https://goo.gl/ey94C6>

**READING ACTIVITY**  
**DONALD TRUMP ON GLOBAL RISK LIST**

**PRE-READING TASK:**

**Task 1. GLOBAL GEOPOLITICAL RISK LIST:** How risky are these things on the Global Risk List? Complete this table with your partner(s). Change partners often and share what you wrote.

	How risky?	What would change in the world?
A Donald Trump presidency		
The UK leaving the EU		
China's economic slowdown		
The rise of jihadi terrorism		
Oil price shock		
Break-up of EU		

**Task 2. RISKS:** Rank these with your partner. Put the biggest risks to the world at the top. Change partners often and share your rankings.

- the break-up of the EU
- Donald Trump
- oil prices
- climate change
- North Korean missiles
- terrorism
- viruses
- cyber-crime

**Task 3. TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

- a. Donald Trump becoming president is the biggest risk T / F facing the world.
- b. The EIU says a Trump presidency and jihadi terrorism T / F are equally risky.
- c. There is a lot of information on the details of Mr. Trump's T / F policies.
- d. Mr. Trump changes his policy details a lot. T / F

- e. The EIU says a Trump presidency is riskier than the UK T / F leaving the EU.
- f. The EIU says Russian foreign policy is riskier than a T / F Trump presidency.
- g. Mr. Trump said Americans would pay for a wall on the T / F US-Mexico border.
- h. Mr. Trump has called for a permanent ban on Muslims T / F entering the USA.

**WHILE-READING TASKS:**

**Task 4. GAP FILLING**

<p>Researchers have stated that Donald Trump (1) _____ the U.S. presidency is one of the top ten risks (2) _____ the world. The Economist Intelligence Unit (EIU) warns that a president Trump could (3) _____ the world's economy and increase political tensions worldwide. It said a Trump (4) _____ in November's U.S. presidential elections could also lead to global insecurity. The EIU puts Mr. Trump on the same (5) _____ of risk as, «the rising threat of jihadi terrorism destabilising the global economy». A reason for Mr. Trump's high (6) _____ is a lack of information about his proposed plans. The EIU said: «Thus far, Mr. Trump has given very few (7) _____ of his policies, and these tend to be prone to (8) _____ revision.»</p>	<p><i>level details facing victory winning constant ranking disrupt</i></p>
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<p>The EIU rated Mr. Trump as being riskier than the United Kingdom leaving the European Union or an (9) _____ confrontation in the South China Sea. He was seen as (10) _____ dangerous than China encountering a (11) _____ economic slowdown and Russia’s foreign policy in Ukraine and Syria resulting in a new cold war. The EIU said Mr. Trump has got many people worried by his (12) _____ towards Mexico and China, which «could escalate (13) _____ into a trade war». Mr. Trump has called for a «big, big wall» to be built on the US-Mexican (14) _____ to keep «illegal immigrants» and «drug dealers» out of the United States. He (15) _____ said he would get Mexico to pay for it. He has also called for a temporary (16) _____ on Muslims entering the USA.</p>	<p><i>sharp even less rapidly armed ban rhetoric border</i></p>
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**Task 5. Post reading activity: COMPREHENSION QUESTIONS**

1. How many risks are in the list Donald Trump is mentioned in?
2. When is the U.S. presidential election?
3. What rising threat did the EIU say could destabilize the global economy?
4. What is there a lack of regarding Mr. Trump’s plans?
5. What did the EIU say Mr. Trump’s policies were prone to?
6. Which body of water is mentioned in the article?
7. Which country was mentioned in the article for its foreign policy?
8. What could Mr. Trump’s rhetoric develop into?
9. Who does Mr. Trump want to pay for a big wall?
10. What did Mr. Trump call for a temporary ban on?

**PROJECTS WORK:**

**Giving a Great Ignite Talk on the topic of “Geopolitical awareness”**

**A. Preparation stage:** Sit the geopolitical awareness quiz and check yourself: This quiz is a brief survey of geopolitical awareness to help keep you up to date on the current world situation.

1. *While the Palestinian authority governs the West Bank, this group, which is on the US terrorism watch list, Governs the Gaza strip*

- A. Hizbollah
- B. The Muslim Brotherhood
- C. The Shriners
- D. Hammas

2. *Evo Morales, a former Coca farmer, is President of which Latin American country?*

- A. Peru
- B. Guatemala
- C. Bolivia
- D. Chile

3. *The Arab Spring, a spontaneous uprising of citizens against totalitarian regimes in various Arab countries, began in this country*

- A. Egypt
- B. Lybia
- C. Tunisia
- D. Syria

4. *The current ruler of North Korea is*

- A. Kim il Sung
- B. Kim Jong il
- C. Kim Yates
- D. Kim Jong Un

5. *This world heritage city, which was recently occupied by Muslim extremists and northern separatists, was freed by French and African troops.*

To make it clear!

In Ignite Talk each speakers gets 7 minutes, and must use 20 slides with each slide advancing automatically after 15 seconds, forcing speakers to get the point, fast. Having slides that automate seems mad, and in a way it is, but the surprise is that for most speakers it forces them to be far more concise and thoughtful than they would in any other format.



- A. Mogadishu
- B. Timbuktu
- C. Granada
- D. Bujambara

6. *A former bus driver and labor leader, this current president of Venezuela is the hand picked successor of Hugo Chavez*

- A. Evo Morales
- B. Raoul Cisneros
- C. Nicholas Maduro
- D. Alejandro Junco de la Vega

7. *Known as an off shore banking destination, this Island nation and mythical birthplace of the Goddess Aphrodite is the latest recipient of an European Union bailout.*

- A. Malta
- B. Sardinia
- C. Corsica
- D. Cyprus
- E. Greece

8. *Bangladesh was recently in the news for a factory collapse that killed more than 1100 people. Before 1971 this country used to be known as ...*

- A. Balochistan
- B. Rhodesia
- C. East Pakistan
- D. The Hindu Kush

9. *The South American Common market, made up of Argentina, Brazil, Paraguay, Uruguay, Venezuela, and Bolivia and headquartered in Montevideo is commonly known as...*

- A. Mercosur
- B. Comunidad de Naciones con Gran Balcones
- C. Trianfotur
- D. Chimichurri

10. *This most populous country in Africa has large proven oil reserves ...*

- A. Ethiopia

- B. Botswana
- C. Nigeria
- D. Niger



<https://goo.gl/z1MmSz>

Check your answers at

1. <https://www.proprofs.com/quiz-school/story.php?title=geopolitical-awareness-quiz>

**B. Choose one of the eight question-topics and prepare a great ignite talk:**

1. Geopolitics in humanitarian action
2. Geopolitics and globalization
3. Geopolitics in Asia
4. The influence of geopolitics on peace and stability
5. Geopolitical forces and strategy
6. Geopolitics of Kazakhstan
7. Geostrategy as a subfield of geopolitics
8. The link between business and geopolitics

C. Research and explore the topic on the Internet.

D. Prepare a plan (outline) of your speech content.

E. Prepare a wordlist of the phrases and collocations you are to use in your speech.

F. Design and create a power point presentation with 20 slides

G. Learn by heart your speech by practicing in front of the mirror.

**WRITING ACTIVITY:** write a formal report on the topic “Strategies to Better Manage Geopolitical Risk”. Not less than 300 words. **Slogan of the report:** “*Political Risk Can’t Be Avoided, But It Can Be Managed*”

**Preparation stage:**

**A. Search the Internet for Top 10 political risks for 2016 and compare the predictions done by political risk researcher Ian Bremmer and his team at Eurasia Group with the current situations and geopolitical problems.**

B. In your report describe them in terms of:

- √ *Trustworthiness of such predictions*
- √ *Changes and stability in the top lists*
- √ *The role of forecasting and responding to geopolitical risks*
- √ *The ways and strategies undertaken by different countries to manage geopolitical risks*
- √ *General ways of managing risks in an unstable world.*

**Implementation stage: as you write the report, follow the given steps on how to write a report**

***Step 1. Research your topic.*** Make sure you have the correct number of sources for your paper (your guidelines should cover how many sources your teacher expects you to have).

*If you are writing a report about a time in history, make sure to add a time line.*

*If you are writing a report on an event, find out what other events led to your event, what actually happened during the event, and what the aftermath of the event was.*

***Step 2. Come up with a thesis statement.*** Thesis statements are the main idea of your report. A thesis statement summarizes what you want to prove in your report for your reader. All of your subsequent topic sentences of body paragraphs should tie back into this thesis, so make sure that it is general enough to stand throughout your essay. If you are simply reporting on a topic, create a thesis statement that does not contain any opinion-based information. If you are creating a thesis that is meant to persuade someone about a topic, or that is meant to deeply analyze a topic, the thesis should contain an argument that you intend to prove in your essay.

**Step 3. Create an outline.** Outlines help you to visualize how your essay will look. Outlines can be straightforward lists, idea webs or concept maps. Begin with your thesis statement and then pick the three major ideas related to your thesis statement that you will want to cover in your essay. Write down details about each main idea. Your main ideas should support your thesis. They should be the evidence that provides support to your argument.

**Step 4. Write your introduction.** Your intro is where you introduce your topic and state your thesis. Your intro should be engaging but not corny—the goal should be to hook the reader so that they want to read the rest of your report. You should provide some background information on your topic and then state your thesis so that the reader knows what the report is going to be about. When you are revising make sure you look at the first word in every sentence and try not to let any of them be repetitive.

**Step 5. Write your body paragraphs.** The body paragraphs are where you state your evidence that supports your thesis. Each body paragraph consists of a topic sentence and evidence supporting the topic sentence. The topic sentence introduces the main idea of the body paragraph and links the paragraph back to the thesis.

**Step 6. Support your topic sentence.** After you write your topic sentence in the body paragraph, provide evidence found in your research that supports your topic sentence. This evidence can be descriptions of things mentioned in your topic sentence, quotes from experts on the subjects, or more information about the topic listed.

**Step 7. Write your conclusion.** This paragraph both summarizes your thesis again, and provides your final thoughts on your topic. It should reiterate to the reader what the reader should be taking away from your report.

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 4: Comparative Analysis: Geopolitical Position of  
Kazakhstan and World (3 hours)**

**WARMING-UP ACTIVITY:**

**1. Your teacher has asked you to bring to class current news or issues concerning the topic of religions and cultures. Prepare two or three brief news about the situation related to religions today and then report to class.**

**2. Game “Balderdash”**

**A.** Take a sheet of paper and write down the meaning of the following words and phrases, if you are not sure try to guess or make predictions.

**B.** Then the teacher collects all your papers and reads the definitions you have written and asks everybody what answer is correct.

First students guess, if cannot the teacher gives correct answers.

**C.** Then together with the teacher you try to understand the meanings, discuss and learn the words by heart.

environmental	degradation	geopolitics	transport corridors
sustainability	bilateral issues	natural disasters	
terrorism threats	poverty	freedom of speech	diplomacy

**3. Match the headlines with the passages taken from these articles. Work in pairs; tell in brief what the article is about. Predict other key issues that the given article would cover.**

<p><b>1. The EU and Central Asia: Horizons of Cooperation – New Challenges and New Dimensions</b></p>	<p>A) Extremism means, literally: driving to the limit, to the extreme or the quality or state of being extreme, advocacy of extreme measures or views. Nowadays, the term is used mostly in a political or religious sense, for an ideology that is considered to be far outside the mainstream attitudes of society.</p>
<p><b>2. Anti-terrorist protection as top priority of the SCO activity</b></p>	<p>B) However, experts voiced and still voice strong doubts about the effectiveness of such activities. The scheme of direct military contacts is subject to criticism, as it often takes the form “military tourism.”</p>
<p><b>3. Islam against Terrorism</b></p>	<p>C) In order to maintain a normal life in Afghanistan, which remains one of the poorest countries in the world, the assistance in the amount of not less than 5.5 billion dollars a year is needed. This is significantly less than the amount the US spent annually during the Afghan campaign.</p>
<p><b>4. Afghanistan and integrated approach to regional security</b></p>	<p>D) With all of the above there should be an acknowledgment of the progress made in the implementation of policy in Central Asia from 2007-2013 which has successfully promoted the multilateral contacts of Europe in Central Asia and Kazakhstan, and vice versa, of Kazakhstan in Europe.</p>

<p><b>5. The Dynamics of NATO Presence in Central Asia: A Genealogical Analysis</b></p>	<p>E) Historically the SCO started its activity from the “shanghai Five” in 1996-1997. The main issues of the Shanghai meeting at the initial stage were signing of agreements on strengthening of confidence in sphere of defense and reduction of border armed services.</p>
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### COMMUNICATION TASKS

**1. Work on groups.** Choose one of the following headlines and make up an interesting story or article about it. One student from the group starts the story; then another student tells what happened next and so on. Groups take turns telling their stories or articles. Other students ask questions. Which group has the best story or article?

***Geopolitical** triangle: **Kazakhstan**-China-Russia*

*New Emphasis in Foreign Policy of **Kazakhstan***

*What **Kazakhstan** Thinks About Globalization?*

***Geopolitical** future of **Kazakhstan***

*How to survive in the modern world: **Kazakh** diplomacy*

**2. Prepare three or four local/international news on geopolitical issues of Kazakhstan and world at home, and present to class. Bring different mass media issues related to the topic and present them in the class. Then try to inform the students about:**

What are the key points of the article/issue?

Why are they important?

What have you found out new or old from the issues and why?

## UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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What is the main vocabulary of the issues?

Before inform the title or headline of your article/issue, then ask the others to guess what about the article/issue going to be about.

**3. Search for the key words** *geopolitics* from the internet. Present your findings in class. Then translate them into Kazakh/Russian languages.

**4. Match the words in the box with their correct definitions. And then use them to make up situations.**

FORECASTING	CONFLICT	GLOBALIZATION	SECURITY
UNEMPLOYMENT	ALLOCATION	CRISIS	POLICY
HUMILIATION	STABILIZATION		

1) the unhappy and ashamed feeling that you get when something embarrassing happens

2) a statement about what is likely to happen based on available information

3) a set of plans or actions agreed on by a government

4) safety from attack, harm, or damage

5) fighting between countries or groups

6) a situation in which some people do not have work and do not have an income

7) the idea that the world is developing a single economy and culture as a result of improved technology and communications and the influence of very large

8) to reach a state where there are no longer any major changes or problems

9) the process of deciding to give an amount or share of something to someone

10) an urgent, difficult, or dangerous situation

**5. Find out as much information as possible to the following geopolitical issues. First, gather information about the issues. Second, make up an outline how to present this information in presentations. Third, present your findings in class:**



- *Identifying global trends*
- *Political crisis*
- *Climate change*
- *Poverty issues*
- *Food crisis and insecurity*
- *Women's rights*
- *Culture peace building*
- *Civil affairs*

### READING ACTIVITY

#### PRE-READING TASK:

**Task 1.** You are going to read the text about Kazakhstan and China relationships. Answer the following questions:

- What kind of relations do Kazakhstan and China have?
- What spheres are important fields in KZ and CHI relations?

**Task 2.** What do you know about the following organizations and issues? Give as much information as possible about the organizations and key issues consulting the Internet or paper-based sources.

- Shanghai Cooperation Organization
- World Trade Organization
- Central Asian States
- Kazakh path
- Kazakh national welfare fund
- Chinese emigration

### KAZAKHSTAN AND CHINA

Over the last few years Kazakhstan has implemented foreign policies aimed to improve relations with a vast array of new geopolitical actors, besides common partners such as Russia, on which the Central Asian country was formerly heavily dependent.

Using its huge potential in the hydrocarbon industry, Kazakhstan has managed to rise above all other Central Asian states in terms of political and

economic importance and has turned its eyes to China as an important and powerful partner for cooperation in the economic, political, and security spheres.

**The “Kazakh path” (with its contradictions) and Kazakh-Chinese relations**

It should therefore be remembered that no matters how impressive Kazakhstan’s achievements might seem, there is room for improvement: the country still needs help from its neighbors and is continuously and dynamically looking for opportunities to consolidate its growth through economic cooperation. This makes Chinese-Kazakh relations particularly important not just for the overall situation of the trade balance between the two countries, but, in a broader sense, also for the very sustainability of the “Kazakh path”, and for Central Asian stability in general.

**An outline of Kazakh-Chinese relations**

Political relations between China and Kazakhstan are successful: since independence, the two countries have settled old disputes about their common border and established close political contacts. Chinese and Kazakh officials meet frequently to discuss bilateral issues and, for Kazakhstan, “developing good neighborly relations with China is a top priority”. Today, both share membership of the Shanghai Cooperation Organization and other regional groups committed to promote political cooperation and security. This entails strong reciprocal support in some of the two countries’ most important foreign policy goals: Kazakhstan backs Beijing’s “One China” policy, supporting the official Chinese position on Taiwan and Tibet, while China supports Kazakhstan’s bid to become a member of the WTO.

Bilateral economic relations are equally positive and have been intensifying for many years. The main factor behind the continuous improvements in trade relations is China’s unmatched willingness and ability to invest. Figures in this regard are impressive: at the beginning of

2011, for example, Beijing committed to loan \$1.7 billion to the Kazakh national welfare fund, \$5 billion to the local petrochemical industry, and to buy Kazakh uranium for an estimated \$8 billion. Increased Chinese influence is welcomed in Astana because it provides an opportunity to diversify the country's economy. For many years, trade relations remained limited to gas and oil exports from Kazakhstan to China, however trade is now slowly starting to diversify, with positive consequences for the economic interconnection of the two countries, especially in the border regions.

### **Chinese migration and local reactions**

Besides the risk of dependence on China, there is also another problem for Kazakhstan: if, on the one hand, Chinese investments and cheap goods are generally much welcomed both by the Central Asian governments and by the local population, the same cannot be said about Chinese emigration, temporary or permanent. It is not unusual, in the region, to hear complaints about Chinese workers. Sometimes, criticism is directed also at those laborers who build strategic infrastructure that would never see the light of the day without China's help. Such feelings are even stronger in Kazakhstan, whose population size and demographic density pale in comparison to that of China. Many Kazakhs fear a Chinese demographic expansion in their country and are afraid that Beijing may be actually pursuing an agenda of colonization of the Central Asian countries. In 2010, Chinese attempts to lease a vast swath of Kazakh land were met with fierce (and unusually large) protests from the local population. Kazakhs are worried by what they can see just across the border, in East Turkestan, where the percentage of Uyghurs in the total population has been progressively reduced by a massive influx of ethnic Han, who may even become the majority in a not-so-distant future. The concerns of the Kazakh population cannot be ignored by the authorities and will definitely prove to be a powerful obstacle to economic integration in the form of direct Chinese presence in Kazakhstan.



address: <https://goo.gl/aGXrFn>

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### **WHILE-READING TASKS:**

**Read the text and do the following tasks:**

#### **Task 3. LEA (language experience approach) task**

A. Work in pairs. Dictate the whole text or the parts of text to each other in your own words.

B. Your partner should write down what the first student has said and later read the text what you have written.

C. Your partner should ask questions about the text, the second student should answer them.

D. Partners will retell the text to each other in brief.

#### **Task 4. FIND A SENTENCE**

**Find from the text that you think ....**

- 1) a beautiful sentence
- 2) a very interesting sentence
- 3) a surprising sentence
- 4) a sentence that contains the main idea
- 5) a sentence the student doesn't understand
- 6) a sentence that reminds the student of something
- 7) a sentence that makes great sense to student
- 8) a sentence the student agrees or disagrees with
- 9) a sentence that upsets the student

### **POST-READING TASK:**

**Task 5. Discuss the following questions related to the article:**

- 1) What is your personal attitude to Kazakh-Chinese relations?

- 2) Are political relations between China and Kazakhstan successful?
- 3) What further improvement would you suggest to Kazakh-Chinese relations?

**Task 6. VOCABULARY TASK.**

Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say in what situations or contexts they are used. Use them in your own sentences or situations.

diplomatic analyst	доллардың жетіспеушілігі/нехватка долларов, долларовый дефицит
dirty tricks	қауіпті жағдай/опасная обстановка
disintegration	заңсыз тартып алу, иемдену/незаконный захват
dollar gap	кепілдік, кепіл/залог, заложник
dope story	саяси оқиғаларға шолу жасау/обзор политических событий
double nationality	бай, бакуатты/денежный мешок, богач
explosive situation	байланыс/общение, деловая связь
fat cat	алдын ала ойластырылған жоспар, амал/заранее разработанный сценарий, стратегия
franchise	күйреу, төңкеріс/распад
game plan	дауыс құқығы/право голоса
general assignment reporter	екіжақты азаматтық/двойное гражданство
hijacking	импичмент/импичмент
hostage	көлеңкелі іс/темные дела, грязные махинации
impeachment	жан-жақты журналист/журналист широкого профиля
intercourse	халықаралық шолушы/международный обозреватель

**COMMUNICATION TASK:**

**Think over the following geopolitical issues and give your overview.**

**1. Geopolitical triangle: Kazakhstan-China-Russia**

Make an analytical overview on the problems of Eurasian integration, regional and international security, as well as the uneasy relations in the

Kazakhstan-Russia-China triangle. Take into consideration projects of China, Russia, and Kazakhstan in the energy field and how advantageous they are for our country. What are the main interests of triangle: Kazakhstan-China-Russia on geopolitical platform?

## **2. Geopolitical projects in Central Asia and the role of Kazakhstan**

Consider the nature of Kazakhstan's participation in geopolitical projects in Central Asia.

Dwell on the benefits of New Silk Road as one of the competing geopolitical projects in Central Asia.

Analyze the creation of "Eurasian Union" on the basis of integration of Russia, Belarus and Kazakhstan. Point out the pros and cons of **the Eurasian Economic Union (EEU) and the "Economic Belt of the Silk Road" (EBSR)**.

## **3. Geopolitical Risks**

Give your overview on geopolitical risks of 2017. Make up a list of geopolitical risks 2017. You may use the given risks or take your own: A Donald Trump presidency; The UK leaving the EU; China's economic slowdown; The rise of jihadi terrorism; Oil price shock; Break-up of EU. Support each position with strong argument (What occupies the top of the list? Why? What's the second thing on the list etc.?). Give the answer to the following questions: Are there any positive trends in the list of geopolitical risks? What causes an instability around the world?

## **4. Strategies to Better Manage Geopolitical Risk**

Give your overview on whether geopolitical risks can be completely avoided or they can be managed. Present the strategies for managing geopolitical risks basing on the ways and strategies undertaken by different countries to manage geopolitical risks.

## **5. Geopolitical issue: Women's rights**

Consider the geopolitical issue on Women's rights. Make a short research on "Women's rights" covering the following points and present your solution for each of them: employment and workplace discrimination and the wage gap; the gender gaps in STEM (science, technology, engineering,

and mathematics) and executive careers; the current high rates of sexual violence toward women; international women's rights issues.

### **PROJECT: Toastmaster International. Public speaking**

Your assignment is to make up a public speaking according to the roles. Your speaking should include three parts table topics, prepared speeches and evaluations. Table topics give us a chance to learn how to think on our feet. Prepared speeches teach us to master specific speaking objectives. Evaluations help us to improve our listening skills and to be supportive in our feedback and recommendations. The roles to be distributed: Toastmaster (1 student); Grammarian (1 student); General Evaluator (1 student); Ah Counter (1 student); Table topic Master (1 student); Speakers (several students); Evaluators (depends on the number of speakers).

**Stage 1:** Distribute the roles beforehand. According to roles the students should fulfill their tasks.

**Stage 2:** The speakers (ice-breakers) should get prepared to the given topic of discussion on the theme "Oil and gas. Ferrous and non-ferrous metals. Problems and the future of this sector". Then present their talks.

**Stage 3:** The evaluators should assess the speakers speeches according to the evaluation sheet.

**Stage 4:** Table topic discussion. The Table topic Master prepares questions on the chosen theme and ask the participants to answer on feet.

**Stage 5:** Toastmaster makes a conclusion.

### **WATCH A VIDEO "TURKEY'S GEOPOLITICAL STRENGTHS" AND DO THE FOLLOWING TASKS:**

**A)** Before watching a video find out as much information about Turkey as possible. Read and revise Turkey's geographical position, climate, population, home and foreign policy, etc. Numerate strengths of Turkey as one of the most powerful states in the world.

**B)** Translate the video to your mother tongue and record your voice on the "Audacity" programme. Later, your teacher checks and assesses your translation.

**C)** Make a special report or public presentation on the topic "Kazakhstan's

geopolitical strengths” in comparison with Turkey. Give comparative analysis of Kazakhstan and Turkey in some definite areas. Later debate on the topic: “Turkey has the potential to become a world superpower.”

**Translation task:** Translate the state document “Republic of Kazakhstan and European Countries: Cooperation for Regional Security.” Students divide six parts to make an appropriate translation from English into Kazakh/Russian. Before translating the text, work on the unknown words. First, underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian (See the annex 6).



**WORDLIST OF UNIT 2**

actual position of affairs	to defeat	nuclear arsenal
ad hoc affair	tension	procurement of weapons
affairs of state	dangerous consequences	bilateral and trilateral relationships
arms-smuggling affair	mission	geopolitical risks
bilateral affairs	missile and nuclear tests	host country
crisis	humiliation	stabilization
day-to-day affairs	foolhardy	environmental
diplomacy	military options	political Nightmares
disarmament affairs	sovereign arbiter	degradation
electoral affairs	self-preservation	geopolitics
encroachment in country's domestic affairs	the long-run	transport corridors
foreign affairs	community interest	
	short-run national interest	sustainability
global village	threat	balance-of-power dynamics
interference in smb's internal affairs	relative gains, losses	
internal affairs	vigilance	bilateral issues
jeopardize	impeachment	home/foreign policy
legal affairs	to take appropriate measures	natural disasters
management of public and state affairs	to remedy the danger	terrorism threats
overblown affair	equilibrium	poverty
present posture of affairs	flock to	freedom of speech
put-up affair	aggregate power	forecasting
ramification of an affair	accumulations of power	conflict
security	unemployment	allocation

## UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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tension in international affairs	military postures and doctrines	globalization
turnabout in the affairs of a region	nuclear capabilities	geopolitical isolation
rapprochement	deputy chairman	city desk
humility	chamber of commerce	civil officer
arrogance	champion of peace	diversity
compassion	to channel aid	to reinforce
to overcome	charismatic leader	deadlock
challenges	charisma rating	to undermine
case studies	charter member	violence
to carry an election	Chief Delegate	vulnerability
casting vote	chilling effect	divisiveness
Chairman	deputy chairman	frontier
dignity	complexity	reconciliation
to sustain	inclusive	to foster
decade	approach	to nourish
universal values	to tackle the issues	willingness
governance	frontier	to thrive
legislation	crucial	to pioneer
peace	inherent	reciprocal
conventional	to denote	dissention
response	aspiration	fissures
dignity	complexity	xenophobia
discrimination	solidarity	stakeholders
racism	corner stones	suicide bombing
intolerance	coexistence	mass shootings
prejudice	to evaluate	humanity
extreme violence	to elaborate	rehabilitation

UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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intolerance	to Establish	nuclear test site
surge	mutual	destructive
stereotypes	to promote	contaminated
commitment	to disseminate	impact
conviviality	dimensions	stakeholders
to exceed	victims	resolutions
equal	to adopt	donors
resistance	to obtain	emergencies
closure	benefits	recovery
carried out	sympathetic	counselling
detrimental	consequences	victim mentality
victims	to eliminate	culture of dependency
nuclear weapons	feasibility	spirit
to expose	cooperative	to undertake
to exceed	population	self-help
arms-smuggling affairs	determined	insults
bilateral affairs	reach an agreement	to defeat
tension in international affairs	to ameliorate	tensions
legal affairs	peace settlement	to escalate
internal affairs	willing	to misinterpret
foreign affairs	to compromise	irreversible
actual position of affairs	to negotiate	inevitable
civil war	ceasefire	to destroy
to break out	temporary	to defend
allies	response	weapons
to resolve	deterrent	refugees
missile	to approve	restrictions

**KEY VOCABULARY LIST**  
**UNIT 1. KAZAKHSTAN IN THE WORLD ARENA**  
**THEME 1.1. HOME AND FOREIGN POLICY**

**A**

alliance  
ally(allies)  
ambassador  
amiable

**B**

balanced  
beneficial

**C**

contentious  
controversial  
cooperation

**D**

diplomacy  
diplomat  
doctrine  
domestic affairs  
domestic policy  
detrimental

**E**

Embassy  
export  
eligible

environment  
efficiency

**F**

foreign affairs  
foreign policy  
fundamental

**G**

Growth

**H**

harmonious

**I**

international relations  
instability  
internal  
investment

**M**

multicultural  
market

**P**

partnership  
potential

**S**

secretary of state  
state department  
stability  
sustainable

**T**

treaty  
trade

**U**

unity

**THEME 1.2. INTERNATIONAL COOPERATION (VISITS, NEGOTIATIONS, AGREEMENTS, TREATIES)**

**A**

assistance  
according to the agreement  
agreement  
arms limitation talks  
arms control talks  
a working visit  
a return visit, reply visit  
a visit of friendship  
at the invitation of  
a host country  
an exchange of visits at highest

level

an open exchange of views  
a confident exchange of views  
a partner in negotiations  
a treaty of friendship and

cooperation

**B**

benefit, profit  
bilateral talks  
by virtue of a treaty

**C**

coming visit  
confidential talks

**D**

distinguished guest  
domestic events

**F**

friendly visit  
forthcoming visit

**H**

head of the delegation  
home news

**I**

informal visit  
in honor of  
in accordance with, in conformity  
with  
international affairs  
in the course of negotiations

**L**

latest developments

## KEY VOCABULARY LIST

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### M

mutual exchanges  
mutually beneficial contacts  
multilateral talks  
mutual aid

### N

negotiations  
negotiation ended in failure

### O

on behalf of  
on the arrival

### P

participate, to take part (in)  
present-day events

### R

return visit  
reply visit  
round table talks, a round table

### S

security  
summit talks  
safely

### T

talk, official talks  
the annual international book fair  
the talks were a success  
the subject of the negotiations  
top-level negotiations  
to be on an official visit

to accept an invitation  
to reject an invitation  
to convey an invitation  
to head a delegation  
to play host  
to provide for exchanges  
to celebrate the anniversary  
to give a warm, cordial  
welcome to a delegation  
to tour the country  
to express warm gratitude (to)  
to get acquainted with sb  
to reach an agreement  
to cancel agreement  
to sign an agreement  
to conclude a treaty  
to come into force  
top-level talks, summit talks  
to hold negotiations, to conduct  
negotiations  
to initiate talks  
to interrupt negotiations, to  
break negotiations  
to resume talks, to renew talks  
to complete talks  
treaty

### U

under the agreement  
unofficial visit  
unofficial talks

### V

visit of friendship

### W

world news

**UNIT 2. GLOBAL COMMUNICATION AND  
INTERNATIONAL RELATIONS**

**THEME 2.1. INTERNATIONAL ORGANIZATIONS  
(CONGRESSES, CONFERENCES, MEETINGS)**

**A**

alliances  
annual conference  
assembly  
auditing

**C**

committee  
conference  
congress  
convener  
colloquium  
credentials

**D**

delegate  
deputy

**E**

European Union (EU)

**I**

International Monetary Fund  
(IMF)  
international organizations

**M**

meeting

**N**

North Atlantic Treaty  
Organization (NATO)

**O**

occasional congress

**P**

plenary  
preliminary  
provisional

**R**

regional organizations

**S**

secretary  
symposium

**T**

to approve  
to call a conference  
treasurer

**U**

United Nations (UN)  
United Nations Educational,

## KEY VOCABULARY LIST

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Scientific, And Cultural World Health Organization  
Organization (UNESCO) (WHO)

### W

world bank

World Trade Organization  
(WTO)

## 2.2 MASS MEDIA

### A

advertise  
advertising  
advertisement  
advantage  
animated cartoon  
a.d. (anno domini)  
according to, in accordance with

### B

broadcast  
broadcasting  
b.c. (before christ)

### C

community  
comment (on)  
cover  
coverage  
conference  
current news / events

### D

deep understanding  
domestic / home / news

### E

e-mail / electronic mail  
entertain

### F

feature film  
fiction  
focus (on)  
foreign / world / international  
news

### L

lifestyle  
link

### M

mass media / means of  
communications  
movie  
mutual understanding

### N

network  
newsheet  
nonprofit

### O

on-line service provider



KEY VOCABULARY LIST

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**P**

point out  
promotion  
present  
publish  
publication  
public opinion  
publicity

**R**

round-table talks

**S**

shape  
socialize / communicate  
stress, emphasize

**T**

thriller  
to adopt a resolution, to carry a resolution  
to approve (of) resolution  
to disapprove (of) a resolution  
to reject a resolution  
to vote for a resolution  
to vote against a resolution  
to hold negotiations (talks), to conduct  
to interrupt negotiations (talks), to break off  
to resume negotiations (talks)  
top-level talks, summit talks  
to conclude an agreement

to reach an agreement  
to sign an agreement  
to cancel an agreement, to annul

an

to conclude a treaty  
to ratify a treaty  
to sign a treaty  
to violate a treaty  
in the atmosphere of respect and mutual

to draw up (drew, drawn), to work out

to submit for consideration  
to submit a resolution

(an agreement, a treaty) for consideration

to come into force, to enter into force

to face a question, to confront a question

the questions confronting (facing) the proposal

to advance a proposal, to put forward a proposal

to adopt a proposal, to accept a proposal

to approve (of) a proposal  
to disapprove (of) a proposal  
to reject a proposal  
transfer

**U**

under the agreement  
understanding

## ADDITIONAL MATERIAL

### ROUNDTABLE DISCUSSION GUIDELINES

#### **What is a roundtable discussion?**

The roundtable discussions are an opportunity for participants to get together in an informal setting to examine issues as they relate to pediatric surgical nursing. There is no formal agenda, but there are specific topics. The facilitator needs to be well versed on the topic and engage the group member in the discussion. There is no projection available during these sessions.

#### **Options:**

- Facilitators can have questions prepared in advance and provide it to the registered participants (the goal is to get at and discuss the issues surrounding this topic).

- Another format is to have the audience present questions to the roundtable participants. If you choose this option please have questions sent to the program chair at [programchair@apsna.org](mailto:programchair@apsna.org), these will be made available to the participants by April 1, 2014.

- A combination of these is also an option.

- Qualities of Effective Roundtables:

- Time managed carefully

- Moderator well versed on topic and keeps focused

- Facilitator does as much prep work for discussion as possible

- Summary of highlights

- There will be 12 roundtable discussions, each lasting 30 minutes.

Participants will have the option to attend 6 of these roundtables as they rotate every 30 minutes through the sessions.

#### **Preparation Materials and Roundtable Discussion Issues**

#### **I. Background Information, Findings Publicized, and Other Key Facts About the topic to be discussed.**

Provide as much information as possible to the roundtable participants. Any summary background information that is available, pertinent or pending legislation or regulatory requirements, web links, other references.

#### **Suggested presentation:**

A. The central question/issue/problem you examined

B. Your findings

C. Your conclusions based on these findings

D. Implications for policy, practice and research

E. Questions for audience members

## **II. Roundtable Discussion Issues**

One format for a roundtable is to have the questions prepared in advance and provided to the participants. If this is the chosen methodology, identify the key topics the roundtable is to address. Then develop thought-provoking, open-ended questions to get at and discuss the issues surrounding these topics. Be detailed in the formulation of the questions. Develop enough questions to completely explore the issues. You do not need to expect a specific answer to each individual question, the discussion can address multiple questions. The best source for topics and related questions are the people who will participate in the roundtable. Another format is to have the audience present questions to the roundtable participants for spontaneous response.

A combination of these two formats is also an option.

**III. Suggestions for Roundtable Facilitation** The overriding goal of this type of event is participation and information exchange by the participants. If this happens you've achieved your objective.

**The following bullets are intended to help the facilitator get into the proper frame of mind to achieve this goal:**

A. Re-familiarize yourself with your objectives, process, and deliverables in advance.

B. Review the process you will use (how they are going to get there) so the group will know what is to be covered now or later, when, for how long, etc.

C. Get participants to supply the responses to the questions.

D. Stay on point/issue/target with the group as much as possible.

E. Recognize your view is least important to the group.

F. Avoid answering your own questions.

G. Stay active, attentive, standing, engaged.

H. Maintain a positive, supportive, on-point attitude.

I. React to participant comments with patience and non-evaluative demeanor.

J. Focus on participant while speaking and paraphrase back for clarification as needed.

K. Demonstrate you know something (but not too much) about the area under discussion.

L. Recognize all who want to speak with attentiveness and a smile.

M. Maintain a posture of openness, interest, and interaction.

N. Appreciate people for their contributions to the discussion.

O. Move the discussion to the next point when interest wanes or overkill is evident.

P. Promise and DELIVER on the results they achieved.

Q. Do not allow any one participant to monopolize the roundtable.

R. Have a designated scribe and facilitator assistant available at the roundtable. The scribe should obtain feedback of member sentiment.

#### **IV. Suggestions for Opening Comments / Introduction / Ground Rules**

A. Facilitator self-introduction and welcoming of the group.

B. Explanation of facilitator's role and process.

C. General expectations/objectives of roundtable.

D. Discuss schedule, timing and ground rules. Review planned roundtable format (what? how? how long? why? what's in it for you?)

E. Participant introduction.

F. Gather preliminary discussion questions and record

G. Reach consensus and summarize roundtable objectives and ground rules.

*<https://goo.gl/JhMLDt>*



### **GUIDELINES FOR A SUCCESSFUL PRESENTATION**

#### **1 What makes a good presentation?**

A presentation, and the presenter, the person giving it, are usually judged by:

1 The way the presentation is **organized**:

- The ideas and the visual aids (see below) are clearly structured - easy to follow

- how the information is mixed with interesting examples and stories - people want to hear

how the presenter relates personally to the subject

2 The way the presentation is **delivered**:

- rapport with the audience - members feel that the presenter understands them

- eye contact - the way the presenter looks at the audience

- loud enough voice

• variety in your tone of voice - it's important not to speak in a monotone and to vary the speed that you speak at

3 The way the presenter feels about the topic, the audience and himself/herself:

- confident and relaxed look
- enthusiastic about the topic
- positive attitude
- interested in the audience and getting them involved - participating in their minds

**Presentation vocabulary**

**Key steps: introduction**

**My name's** Anne-Marie Duval and I work for Gem Consultants  
It's very nice to see so many of you here in Cannes on such a sunny day!

I'm going to talk about "Consultancy Skills for the 21st Century"

There are three main areas I want to look at today

If you have any questions, I'll be happy to answer them at the end of the session

**Key steps: main part**

**OK. To begin with,** let's look at the first type of skills that consultants need: technical skills.

Of course, related to technical skills, you need good general knowledge of management subjects.

**That's all I have time for** on technical skills.

**Let's move on to the second area:** interpersonal skills.

As you can see on this slide, there are two key areas in relation to interpersonal skills.

And as this transparency shows, interpersonal skills are complex

**I think that covers everything on interpersonal** skills.

Time is moving on, so let's turn to the third area: people management issues

This is the third and most important area that I want to talk about today.

**Key steps: closing**

Let me just sum up. Firstly, we looked at technical skills, secondly, interpersonal skills, and last but not least, people management issues.

In fact, the secret for success in the future is going to be, in my view, these people management issues.

That brings me to the end of my presentation. Are there any questions?

**Dealing with questions**

That's a fair point. I know that some consultants don't have a very good image....

That's confidential. I'm afraid, I can't tell you

That's not really my field. But I can put you in touch with someone in my organisation who is working on this issue...

The questioner would like to know what sort of background the people we recruit usually have.

Is that right? Well, we recruit some of our consultants from straight out of business school, but mainly....

Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate on consultants' skills, not to go into particular case studies in consultancy.

Well, we've run out of time but if you'd like to come and discuss that with me it now, I'll try and give you an answer. I think that's a good place to stop. Thank you for listening

### **Intercultural aspects**

**a** Avoid **mannerisms** - irritating ways of moving and speaking - such as overusing 'Er ...'.

**b** Be careful with **humour**. For example, don't make jokes about people in the audience.

**c** **Dress formally** unless you know for sure that the occasion is informal.

**d** **Maintain eye contact** by looking round the room at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.

**e** **Face the audience at all times:** don't speak to the equipment or the screen.

**f** **Remain standing:** don't sit. Stay more or less in one place and don't move around too much.

**g** **Smiling is fine at appropriate moments, but not too much:** it can seem insincere - as if you don't mean it.

**h** **Use gesture** - hand movements - to emphasise key points. Point with your whole hand, rather than just one finger.

**i** Respect the audience. Don't make exaggerated claims - don't say things are better than they really are.

*(Retrieved from: Business Vocabulary in Use Intermediate. Bill Mascul Cambridge University Press 2010 p.129-131)*

**GUIDELINES FOR USING *IN-TEXT CITATIONS IN  
A SUMMARY (or RESEARCH PAPER)***

The purpose of a summary is to give the reader, in a about 1/3 of the original length of an article/lecture, a clear, objective picture of the original lecture or text. Most importantly, **the summary restates only the main points of a text or a lecture without giving examples or details**, such as dates, numbers or statistics.

Skills practiced: **note-taking, paraphrasing** (using your own words and sentence structure), condensing

**Examples of acceptable paraphrases and unacceptable paraphrases (= plagiarism):** Plagiarism: What It is and How to Recognize and Avoid It

**Before writing the summary:**

1. For a text, **read, mark, and annotate** the original. (For a lecture, work with the notes you took.)
  - highlight the topic sentence
  - highlight key points/key words/phrases
  - highlight the concluding sentence
  - outline each paragraph in the margin
2. Take notes on the following:
  - the source (author--first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.)
  - the main idea of the original (paraphrased)
  - the major supporting points (in outline form)
  - major supporting explanations (e.g. reasons/causes or effects)

**Writing your summary--Steps:**

1. Organize your notes into an outline which includes main ideas and supporting points **but no examples or details** (dates, numbers, statistics).
2. Write an introductory paragraph that begins with **a frame**, including an **in-text citation of the source** and the author as well as a **reporting verb** to introduce the main idea. **The reporting verb is generally in present tense.**
3. At the end of your summary, double-space and write a **reference** for the in-text citation (see #8 below), following APA guidelines.

1. ARTICLE:

In the article, \_\_\_\_\_ (author's last name (year) argues (claims/reports/contends/maintains states) that \_\_\_\_\_ (main idea/argument;

S + V + C).

## ADDITIONAL MATERIAL

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**Example:** In his article, Serwer (1997) describes how Michael Dell founded Dell Computers and claims that Dell's low-cost, direct-sales strategy and high quality standards accounted for Dell's enormous success.

2. **BOOK:**

In his book *The Pearl*, John Steinbeck (1945) illustrates the fight between good and evil in humankind.

3. **INTERVIEW:**

In an interview \_\_\_\_\_ (first name last name) stated that \_\_\_\_\_ (main idea/argument; S + V + C) \_\_\_\_\_ (personal communication, month day, year).

**Other examples of frames:**

1. According to \_\_\_\_\_ (author's last name) (year), \_\_\_\_\_ (main idea; S + V + C).

2. \_\_\_\_\_ (author's last name) (year) argues that \_\_\_\_\_ (main idea; S + V + C).

3. **If no author is given, use the title of the article:** According to " \_\_\_\_\_ " (Title of the Article) (year), \_\_\_\_\_ (main idea; S+V+C).

4. \_\_\_\_\_ (topic/NP) has had a major \_\_\_\_\_ impact on the \_\_\_\_\_ (NP) of \_\_\_\_\_ (main idea; NP) (author's last name, year).

5. \_\_\_\_\_'s (author's last name) article on \_\_\_\_\_ (topic/NP) (year) discusses the \_\_\_\_\_ (main idea; Noun Phrase) of \_\_\_\_\_ (NP).

3. The main idea or argument needs to be included in this first sentence. Then mention the **major** aspects/factors/reasons that are discussed in the article/lecture. Give a full reference for this citation at the end of the summary (see #6. below).

a. For a **one-paragraph summary**, discuss each supporting point in a separate sentence. Give 1-2 explanations for each supporting point, summarizing the information from the original.

b. For a **multi-paragraph summary**, discuss each supporting point in a separate paragraph. Introduce it in the first sentence (topic sentence).

**Example:** The first major area in which women have become a powerful force is politics.

4. Support your topic sentence with the necessary reasons or arguments raised by the author/lecturer but omit all references to details, such as dates or statistics.



5. Use discourse markers that reflect the organization and controlling idea of the original, for example cause-effect, comparison-contrast, classification, process, chronological order, persuasive argument, etc.

6. In a longer summary, remind your reader that you are paraphrasing by using “**reminder phrases**,” such as

- The author goes on to say that ...
- The article (author) further states that ...
- (Author’s last name) also states/maintains/argues that ...
- (Author’s last name) also believes that ...
- (Author’s last name) concludes that

7. Restate the article’s/lecturer’s conclusion in one sentence.

8. Give a full reference for the citation (see the example below for the in-text citations in #2). For citing electronic sources, please see Citation of Electronic Resources.

*<https://goo.gl/Os8Vpk>*



## GUIDELINES FOR SOCRATIC SEMINAR

### Before the Socratic Seminar

Read and prepare your text before the seminar using the critical reading process.

1. Make sure you understand your purpose for reading. Follow the teacher’s reading prompt, if provided.

2. Pre-read by previewing the text and determining how it is structured, thinking about any background information you already know or you discussed in class, and noticing the questions you have before you read.

3. Interact with the text so you read it closely. This includes: □ Marking the text: 1. Number the paragraphs 2. Circle key terms 3. Underline important parts of the text that are connected to your purpose for reading □ Making annotations and/or taking notes: 1. Write notes in the margins or use sticky notes to write your thoughts and questions 2. Use Cornell notes, a dialectical journal, or some other form of notetaking to keep track of your thoughts, paying close attention to noting passages/paragraph numbers, page numbers, etc. You want to easily reference the text.

4. Extend beyond the text by writing several open-ended, higher-level questions that have no single right answer and will encourage discussion.

Areas to consider for questions: o Ask “Why?” about the author’s choices in the text, about a character’s motivation, about a situation described in the text, etc. o Ask about viewpoint or perspectives (realist, pessimist, optimist, etc.) o Examine the title, or tone of the text, or connect to current issues, theme, etc. o Ask, “If the author were alive today, how would s/he feel about...?” o Ask questions that explore your own interpretation of the reading. o Ask about importance: “So what . . . ?” “What does it matter that . . . ?” “What does it mean that . . . ?”

### **During the Seminar**

Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.

2. Show respect for differing ideas, thoughts, and values--no put-downs or sarcasm.

3. Allow each speaker enough time to begin and finish his or her thoughts—don’t interrupt.

4. Involve others in the discussion, and ask others to elaborate on their responses (use “Academic Language Scripts”).

5. Build on what others say: ask questions to probe deeper, clarify, paraphrase and add, synthesize a variety of different views in your own summary. Examples: □ Ask questions to probe deeper: “Juan makes me think of another point: why would the author include...?” or “Sonya, what makes you think that the author meant...?” □ Clarify: “I think what Stephanie is trying to say is...” or “I’m not sure I understand what you are saying, Jeff. What is...” □ Paraphrase and add: “Lupe said that.... I agree with her and also think....” □ Synthesize: “Based on the ideas from Tim, Shanequia, and Maya, it seems like we all think that the author is....”

6. Use your best active listening skills: nod, make eye contact, lean forward, provide feedback, and listen carefully to others.

7. Participate openly and keep your mind open to new ideas and possibilities.

8. Refer to the text often, and give evidence and examples to support your response. Example: “The author has clearly stated in line 22 that...”

9. Discuss the ideas of the text, not each other’s opinions or personal experiences.

10. Take notes about important points you want to remember or new questions you want to ask.

**After the Seminar**

Think about what you've learned as a result of participating in the Socratic seminar. Summarize: Use writing to think about and summarize the content of the seminar, especially to capture new understandings of the text. Examples of Summary Questions/Prompts:

- Based on this seminar, what are the most important points about this text?
- How does my understanding of the text connect to other things I'm learning?
- What major ideas do I better understand about this text after the seminar?

• There are three main ideas I'm taking away from this seminar...

2. Reflect: Use writing to think about and reflect on the process of the seminar--both your contribution and the group's process. Examples of Reflection Questions/Prompts:

- How did I contribute to this discussion—what did I add to it?
- What questions do I now have as a result of this seminar?
- Who helped move the dialogue forward? How?
- At what point did the seminar lapse into debate/discussion rather than dialogue? How did the group handle this?
- Did anyone dominate the conversation? How did the group handle this?
- What would I like to do differently as a participant the next time I am in a seminar?

3. Set Goals: Be prepared to set goals for improvement in the next seminar. Examples of Goal-setting Questions/Prompts:

- What will I do differently to make the next seminar better?
- Two things I will do in the next seminar to be a more active listener....
- To be better prepared for the seminar, I will do \_\_\_\_\_ with the text.

## TRANSCRIPTS OF RECORDINGS

### THEME 1.1 HOME AND FOREIGN POLICY

#### Listening

Hi and welcome back to Mr. Raymond civics EEOC Academy work today we are going to continue looking outside of the United States as we examine US foreign policy now last time we looked at different systems and forms of governments that countries have used around the world including the United States so go back to our channel after this and check that out if you haven't already so as our benchmark says you are first and foremost going to have to know the difference between what is US domestic and foreign policy now foreign policy means anything that takes place outside of the United States and domestic are the issues that exist inside America foreign affairs includes diplomacy which is developing relationships with other countries international trade especially selling US goods around the world and of course our military's international interactions with foreign nations so domestic issues include education the economy and the always important issue of unemployment for those who can't find jobs the cost and access to health care is a major domestic issue and crime another example of a domestic concern now you already know who is involved in dealing with domestic issues as you've learned this year it is the job of the US Congress who passed laws the president who enforces and influences laws the courts or the judicial branch who determine if our laws are fair and how will be treated by them and state governments who also make enforce and judge their own laws in our system of what is called federalism the government's plan for dealing with issues both foreign and domestic are known as policies a policy is a plan for dealing with issues and examples of domestic policies would be No Child Left Behind that's George Bush's attempt to make sure that states were providing a solid education for its kids unemployment benefits for those who can't find a job as an example of a domestic policy Medicare which is free health care for the elder as well as Medicaid free health care for the poor federal agents such as the FBI work with State Police to fight crime and these are all examples of domestic policies but a lot of what the American government deals with are issues that take place outside of America and this is the responsibility of two branches the president with the executive branch as well as the US Congress or the legislative branch so what is the president's role in foreign policy the president signs treaties with other countries they appoint ambassadors they appoint the secretary of the state they serve as

commander-in-chief or the head of the military and they have a role that we discuss known as a chief diplomat which means they develop relationships with other countries meanwhile Congress plays a large role in developing foreign policy as well both houses of Congress have committees dedicated to foreign affairs as hopefully you remember the president has to work with Congress especially the Senate as they are the ones responsible for approving or confirming treaties they also confirm the Secretary of State and ambassadors and it's also Congress not the president who have the power to declare war finally it's members of Congress that must vote to approve the money that will be spent by the State Department the military and the executive branch in carrying out foreign affairs so what are the goals of foreign policy well national security keeping America safe from other countries is definitely the number-one goal and while sometimes it might not seem that way because America gets into a lot of fights it's the goal of the American government to try to keep peace around the world another goal of u.s. foreign policy is to spread democracy around the world there are still a lot of countries ruled by harsh governments that denies citizens rights and the US government tries to influence these countries to give up some of those powers and hand them over to the people of course America is always looking out for its economic interests and it's the job of the US government to promote trade with other countries the United States also gives the largest amount of aid to foreign countries of any country in the world so let's look closer at who helps the President and Congress in carrying out these goals the Secretary of State is a member of the president's cabinet and they are the chief adviser to the President on Foreign Affairs it's their job to go out into the world and represent America to foreign countries they play a crucial role in developing friendships known as alliances and they meet with heads of foreign nations to serve the United States interests around the world here is the current Secretary of State under President Obama John Kerry former senator who ran for president against George W Bush in 2004 Kerry took over for Hillary Clinton herself running for president so you can tell this is a very high-profile position in fact six former presidents served as Secretary of State before they became the president now Secretary of State Kerry played a huge role recently in negotiating an agreement with Iran to stop them from building nuclear weapons and here you could see Kerry meeting with the Iranian Foreign Minister Mohammad Javad Zarif the Secretary of State is the head of the Department of State it's usually called the State Department which is responsible for Foreign Relations in addition to the Secretary of State the State Department includes thousands and tens of thousands of advisers and

employees including ambassadors and embassy staff the main job of the State Department is called diplomacy diplomacy means building relationships with other countries and the people whose job this is are known as diplomats the u.s. currently has diplomatic relationships with over 180 countries the President appoints chief diplomats known as ambassadors to go and live in these countries and represent the United States the ambassador's are in charge of US embassies which are like our headquarters in other countries in addition to building relationships embassy these are where Americans who are traveling in those countries can go and get assistance and embassies provide millions of visas every year for foreigners to visit the United States again these are all part of the US State Department to be an ambassador is a pretty high-profile position it's here as we see President John F Kennedy with his dad and his dad was ambassador to Great Britain leading up to World War two and below we see President Kennedy's daughter is currently the ambassador to Japan ambassadors can help play a role in creating treaties a treaty is a formal agreement between two or more countries and treaties are signed by the president but must be confirmed by a two-thirds vote in the Senate as stated in the US Constitution here we see the president signing a treaty with the President of Russia and the Senate approving a nuclear treaty probably the best known treaties are peace treaties signed to end a war but treaties can range from trade to security to the environment to treaties that might appear on your test our NATO or the North Atlantic Treaty Organization and NAFTA north american free trade agreement between the US Canada and Mexico in which all three countries agree to trade without taxing each other NATO really demonstrates the goal of establishing what are known as alliances alliances or agreements to work together between different parties and your allies are your friends NATO is a security alliance between the United States Canada and many European countries to protect each other in case of an attack this treaty states that if one member of the Alliance is attacked all the other members must come to their defense another way the u.s. builds relationships and promotes peace is through foreign aid as you see here the United States gave away thirty five billion dollars worth of aid in 2013 the top five countries receiving aid Israel Afghanistan Egypt Pakistan and Iraq are all located in the Middle East which speaks to the instability of this region right now although we have added to that instability with our recent wars against Afghanistan and Iraq which is something we'll talk about in an upcoming video in this graph you can see the 2015 requests by the executive branch for foreign aid and some of the reasons for the aid are listed including food and disease as well as stabilization and conflict

and just being good as we see here in Afghanistan the u.s. also has an agency known as US aid or the Agency for International Development which provides food and water and medical care and just basic supplies and as you can see they have provided a lot of aid in Africa South America Asia and again here in the Middle East now what does the United States do as a deterrent or a punishment for countries that we are having problems with well one option is an economic deterrent known as sanctions are when the United States puts bans on trading with countries or other financial restrictions here is a recent map of countries with US sanctions in place we see Cuba Iran Sudan North Korea and Myanmar with the most serious sanctions put on them and you can see how sanctions can affect a country by looking at Cuba's streets filled with cars built from the 1950s most sanctions don't last for that long or are that severe here is a cartoon poking fun at sanctions recently put on Russia for sending troops into neighboring Ukraine they don't look very strong there of course if sanctions don't work the last step is using military force we are going to look at an overview of US military conflicts in an upcoming video and this is obviously the most serious form of foreign policy that our government can undertake again it's up to Congress to declare war the president can use force as he is the commander-in-chief of the military now foreign policy can definitely impact domestic policy 9/11 is a prime example while this attack did take place inside America the foreign actors involved this tragic event and the foreign policy undertaken in the war on terror ever since has made America a place much more focused on internal security the Cold War which we'll be looking at soon had a similar effect on domestic policy America's fear of communism led the American government to investigate its own citizens as a worldwide conflict impacted the domestic situation in fact there's a great new movie out called Trumbo that demonstrates this paranoia that the government had about communism coming into America finally global warming a worldwide issue has impacted our domestic policies to do our part in this serious issue so as you can see foreign policy and domestic policy while two separate areas of focus for the US government will continue to influence one another into the future and that's it for our foreign policy up next we're going to look at international organizations but before we do let's review education is it a domestic or a foreign policy well that's domestic because that happens here treaties domestic or foreign policy foreign which branch of the US government does not deal with foreign policy remember the president Congress so that leaves out the judicial branch what is the president's role in foreign policy we mentioned several things the president signs treaties appoint ambassadors appoints the

Secretary of State serves as the commander in chief and is the chief diplomat for the country what is Congress's role in foreign policy okay Congress in this case its Senate they confirm treaties they confirm ambassadors and Secretary of State appointments it's Congress that declares war and it's Congress that provides the money for all of the foreign policy what is the name for a formal agreement between two or more countries remember we gave you a couple examples NATO and NAFTA that is a treaty what is the military alliance between the u.s. Canada and many European countries call that kind of just gave that one away it is NATO or the North Atlantic Treaty Organization what is the economic deterrent of blocking trade with a foreign country called we just went over that one it is a sanction and that is it I want to thank you guys for watching up next we're going to continue our search outside of America looking at international organizations so be sure to subscribe and just a reminder teachers that this PowerPoint and lesson plans activities and worksheets are all available at Teachers Pay Teachers just search for mr. rim and civic COC Academy again thanks for watching.

## **THEME 1.2. INTERNATIONAL COOPERATION (VISITS, NEGOTIATIONS, AGREEMENTS, TREATIES).**

### **Listening: China outlines Silk Road plan for global trade"**

The Chinese government is investing tens of billions of dollars as part of an ambitious economic plan to rebuild ports, roads and rail networks.

China's President Xi Jinping has pledged \$124bn (£96bn) for the scheme, known as the Belt and Road initiative.

"Trade is the important engine of economic development," Mr Xi said at a summit of world leaders in Beijing.

The plan, which aims to expand trade links between Asia, Africa, Europe and beyond, was first unveiled in 2013.

Part of the massive funding boost, which is aimed at strengthening China's links with its trading partners, includes 60bn yuan (\$9bn; £7bn) in aid to developing countries and international institutions that form part of the Belt and Road project.

Mr Xi used his speech to assure Western diplomats that the plan, described as the **new Silk Road**, was not simply an attempt to promote Chinese influence globally.

"In advancing the Belt and Road, we will not re-tread the old path of games between foes. Instead we will create a new model of co-operation



and mutual benefit,” Mr Xi said at the opening of the two-day summit.

“We should build an open platform of co-operation and uphold and grow an open world economy,” he added.

Mr Xi said that it was time for the world to promote open development and encourage the building of systems of “fair, reasonable and transparent global trade and investment rules”.

“China is willing to share its development experience with all countries. We will not interfere in other countries’ internal affairs,” he said.

“No matter if they are from Asia and Europe, or Africa or the Americas, they are all co-operative partners in building the Belt and Road.”

Mr Xi did not give a timeframe for the distribution of funds pledged for the projects outlined on Sunday.

Leaders from 29 countries are attending the Belt and Road forum, which ends on Monday, including Russian President Vladimir Putin and Turkish President Recep Tayep Erdogan.

Several other European leaders, including the prime ministers of Spain, Italy, Greece and Hungary, are also attending the summit.

## THEME 2.1 INTERNATIONAL ORGANIZATIONS

### Listening 1

Now let's turn to a trifecta of super nationalist organizations which are frequently in the news and I'll bet you've heard of them but they're kind of steel oddballs they don't fit into the nice tidy categories that we've talked about with these other super Nationals organizations now we've referenced one of these already the World Trade Organization the WTO we talked about back in the economics section but I wanted to bring them back up here because they are not a trade bloc all the other ones we talked about in that section were trade bloc's or even OPEC which is a cartel the World Trade Organization is not any of those things because it's not really a business and it's not a business agreement the World Trade Organization is this association of countries in the world and it does have like a hundred fifty hundred sixty members everybody wants to be in the part of the WTO now that helps facilitate trade not really the nuts and bolts of hey we're going to trade bananas with you and we're and you'll trade this with us now it's like a kind of a board that oversees all of the trade agreements between individual countries or even within individual trade bloc's that we've talked about now they are you kind of protested a lot in today's world in fact some of you crazy college kids who probably went out and protested

individual WTO meetings that have occurred around America or the world and why is that well what would be bad about having those WTO is this panel this group that oversees trade and of course they're the ones that also if two countries have a trade dispute then the WTO is like the judge that goes and settles it and they actually do have a superstructure in place to find a country if they break the rules of the WTO so why would people protest that that would seemingly be a good entity to have that's helping regulate and control trade worldwide well because they are really seen as a force of globalization perhaps the most successful a form of globalization on the planet has been economics and trade and all countries in the world are either in the WTO or want to become members of the WTO because that has been the trend of our times every government says hey we want to trade more and buy more and sell more and let's go if we get into this club that we can do it more better and everybody works together more what's wrong with that well because of course it's seen as globalization and there are those folks that are anti globalization that see this as a evil network that is helping I homogenized the entire planet and helping fat-cat capitalists get richer and multinationals corporations just destroy and pillage the planet so that's why I usually have a anti-globalization protestors at these WTO meetings and and liberal college students and anti-fur people and anti multinational corporation people and pro-environmental people who all really look at the WTO is kind of an oak as' for their rage and that's why often times makes the news got it so that's the WTO itself it's not a trade bloc it's more of an overseer of global trade that everybody wants in the club because everybody's got to follow the rules and if somebody breaks the rules and you can sue each other alright now there's two other financial based entities that I want to touch upon here there are also in this oddball category and that is the IMF and the World Bank IMF the International Monetary Fund and the World Bank now these two are strange kind of bizarre they don't really fit in nicely anywhere uh they were both started up at the same time and that was roughly the same time the United Nations was created just after World War Two they originally kind of conceived as intergovernmental agencies that were under the umbrella of the United Nations but let's just call spade a spade they're really kind of full-on independent of businesses at this point they're still kind of attached in name I think to the United Nations but what I want you to know is these are like multinational businesses they are a business they are for-profit they are banks that lend money and they want that money back eventually with interest again it it's kind of like a big multinational business but the members aren't individual capitalists who start a bank in our it is countries

that get together and have started these two banks okay having said that they do actually have you know a superstructure and rules and regulations they are they are a business so they're run like a business entity but again they're kind of unique because they're not like a trade bloc and they're not even like an OPEC and they're not even like a WTO they're not overseeing and regulating stuff they are lending money for very specific purposes and all of the countries who are members of the IMF and/or the World Bank of which most of the countries in the world are in both however the countries that have the most pull that have the most voice that make the most money at both of these banking institutions are of course the classically richest countries which have had the most money to put into the kitty for the banks to lend now maybe I'm talking in circles here let me just say it outright the g7 the g8 countries are the ones that created these entities back the same time the UN was created and the g7 / g8 countries the one once who were the richest who had the most money to put in physically into the bank if you're gonna have a bank you got to have money in there to lend out and so it was the United States and the UK and France and Germany and even Russia that has the most money to put in to the kitty at the IMF and at the World Bank therefore since they're contributing the most they have the most voice on how the day-to-day operations are run who money will be lent to the interest rates and ultimately how much profit is made is mostly comes back to those biggest contributor countries which have classically been kind of the team west us European countries with me so far all right that's what they are all about generally what are these two things do independently what's specifically different about them the International Monetary Fund what it does is lends money to governments of sovereign states mostly to stabilize economies to stabilize currencies and so let's say that your government is physically getting ready to go bankrupt you're like holy crap we don't have enough money to pay government workers this year to pay our debts to do again governments are much like businesses themselves and what if your business is going to go bankrupt the IMF will lend you money to say your ass they want the money back eventually with interest but they can save your ass right now look at the IMF s almost like an international credit card okay then government can swipe to save their ass right now while they're broke with me so far that is very different from the World Bank mission and the World Bank's mission is all about actually they talk about eradicating poverty that's one of their main goals they say yeah we we want to eradicate poverty and here's how we're going to do it the World Bank lends money for very specific projects to do specific things like to start a chain of schools in a country actual money you need to build

the school houses and staff them or more often or not they have disease eradication programs maybe vaccination programs that they will get a lend a country money to do in their country to eradicate bad things or to say build a hydroelectric dam to provide energy but just like the IMF the World Bank lends money lends money with the expectation of getting their money back for profit with interest in patch to it that makes sense okay so two specific separate missions for these two international intergovernmental agencies.

## **Listening 2**

International organizations have existed since the 19th century but it is really during the second half of the 20th century that they have increased in number and in importance today there are a few hundred international organizations around the world from small technical organizations established between neighboring states like a bilateral River Commission to universal organizations entrusted with crucial political tasks like the United Nations international organizations play an important role in what can be called the global governance their expertise and professionalism is relied upon by States and States often turned to them in order to design decide and implement common policies and of course this is not without raising some concerns and some problems of legitimacy and accountability but those issues are largely political issues rather than purely legal ones and despite their importance this course will unfortunately not be able to address to address all of them despite their differences in composition in size and in object and purpose international organizations can be defined from a legal point of view as associations of States and/or of other organizations associations that are established between them to serve specific tasks and which are equipped for that purpose with permanent organs I let me take those elements in turn first an international organization is an association unlike states whose creation is to a large extent the result of a factual process international organizations are always the result of a free intent to get together and act together second an association as an association the International Organization has members in many instances those members are States and this explains why international organizations are also often referred to as being intergovernmental organizations but other international organizations may also be members of international organizations if the rules of the organization allows it and for instance while only states may be members of the United Nations separate customs territory having full autonomy in the conduct of external commercial relations can also be members of the World Trade Organization and this is why for instance the

European community now the European Union has been a founding member of the WTO alongside the European Union member states organizations are established as a result of a juridical Act usually a treaty concluded between the founding members the organization is not party to the treaty under which it has been established but such treaty will be the basic instrument of the organization it will be binding upon the organization and it will be like a constitution for the organization it is because their membership is made of other subjects of international law and it is because their creation results from an act governed by international law that international organizations can be distinguished from domestic law associations like NGOs or other legal entities constituted under the laws of a specific country 3 an international organization is established between its members in order to serve specific tasks organizations are based on functionalism they are there to fulfill certain functions and are for that matter specialized for instance an international organization can be established in order to monitor and to protect migrating birds or in order to design and coordinate the rules relating to civil aviation or in order to regulate fisheries in certain oceans or as the International Criminal Court to prosecute and to judge individuals accused of having committed grave international crimes will revert to this element of functionalism and of speciality when addressing the personality and the powers of international organizations for and lastly international organizations are equipped with permanent organs those organs are usually a secretariat made of international civil servants and some governing body where the members of the organization are represented and those organs are permanent an international organization is not an addict international conference set up for a certain purpose during a couple of weeks or month the permanent character of the organs will make the organization an institution an institution with its habits its character and its internal culture to put it bluntly international organizations are bureaucracies and by this I do not want to mock them or to be pejorative in any way on the contrary as Max Weber demonstrated bureaucracies are profoundly rational and they are central to any modern way to govern moreover law is central to bureaucracies and bureaucracies are moved by the law by this I mean that bureaucrats always act by referring to the legal instruments and the rules in order to justify their action bureaucrats civil servants derive their power and their authority from the law and always first and rely on it to give reasons for their actions and this is true in national bureaucracies but it is somehow squared in international bureaucracies in any international organization when a new task is envisaged the first question that will need to be addressed is to know what legal basis entitles the organization to carry

it out and that is a question for lawyers and as that question will always somehow refer to the international instrument under which the organization is established which is an instrument governed by international law that question will be a question of international law itself

## THEME 2.2 MASS MEDIA

### Listening: Social media revolution

**Wendy:** Wherever we are, thanks to devices like these, we can all feel connected. They've created a media revolution. Ah! Just been sent the address and a picture of the place we need to go. So come on! This must be it. Now, part of that media revolution is happening inside that house. Let's go and see how. There are lights, a camera, actors and a film crew. They're filming a comedy programme.

**Director:** Action!

**Policeman 1:** AAAAAH!

**Policeman 2:** Right, you then, over here!

**Wendy:** But what's unusual here is that this programme isn't being made for television. This series is only happening because of the social media revolution. All about the McKenzies was launched on YouTube. They kept the costs down by filming on cheaper, high-quality cameras and using a real house rather than an expensive studio. With the help of social media sites like Facebook and Twitter as well as its own website, it has built up a dedicated following.

**Angel:** Ian!

**Ian:** Angel!

**Samuell:** No, Angel, get out!

**Angel:** Technically, I'm not in the room ...

**Ian:** She's right, bro.

**Samuell:** Shut up, both of you.

**Director:** Action!

**Wendy:** Now, they are filming the third series. Not bad when you consider the writer, director and star, Samuell Benta, had never done anything like this before. So tell me about All about the McKenzies.

**Samuell:** All about the McKenzies, basically, is centred around a Black British Caribbean family living in London, following Samuell McKenzie, who is the main protagonist.

**Wendy:** How easy was it to get started?

**Samuell:** It was just me with an idea, and I told people what I was doing

in a video on Facebook. I posted an advert out saying ‘Hey, listen, this is what I want to do. Who’s interested?’

**Wendy:** Oh, right, so it all started with the use of social media?

**Samuell:** Yeah, I mean by using social media, it can just multiply rapidly. You can just share something, other people can share your stuff, and then next thing you know, a thousand people know about your idea when originally you only put one post up.

**Wendy:** Traditional media like magazines, newspapers and television broadcasters are also turning more and more to online media. Vice started twenty years ago as a magazine but has become one of the leading youth media brands in the world through social media. Al Brown is Head of Video at their London office.

**Al:** We’re in some ways classic publishers. You know, we write and we make films. What we do is that we constantly make sure that we’re responding to audience feedback in terms of what we’re making, so I think our audience feel very included in the content that we make and part of that conversation. Having content that people want to talk about and want to recommend is a big part of the way that our audience grows.

**Policeman:** Now, you had to go there, you had to go there ...

**Wendy:** Back at the filming for All about the McKenzies, the cast and crew told us how important social media is to their careers and to the programme.

**Make-up artist:** I get about 80% of my work through social networking sites. It’s all word of mouth, and the internet is the best way to spread the word.

**Actor:** You hear things through Facebook through, you know, various different contacts.

**Make-up artist 2:** I can put pictures of, like, my work, so that, you know, if they see something they like, it’s positive feedback and they can get in contact with you.

**Policeman:** LAPC. Freeze!

**Wendy:** There are now thousands of new programmes available online and which couldn’t have been distributed before the arrival of social media. With so much content out there, the choice for you is bigger than ever before. You just have to learn how to navigate through that extra choice to find what’s best for you

### **Listening: Digital Newspapers on Their Way**

Traditional and digital news media might soon merge to produce daily

newspapers on iPads. This is if the plans of Apple owner Steve Jobs and newspaper mogul Rupert Murdoch come to fruition. Industry rumours say the new newspaper will be called “The Daily”. There might even be a name to replace newspaper, as the new project will, of course, be paperless. There will be no print edition or even a Web edition of this new media. It will download straight to the iPad or alternative tablet for an unbeatable price of 99 cents a week. Messrs Jobs and Murdoch maybe onto a winning thing here. The Apple boss has the technology to be able to deliver digital news and Mr Murdoch owns the world’s biggest news corporation. They also both have a knack of knowing what people want.

There are reports that Murdoch is particularly interested in the iPad and how popular it is. He told Fox Business this week that The Daily was his “Number one most exciting project.” He seems to believe people will prefer to read the news on such a device rather than a traditional broadsheet newspaper. There are advantages of the tablet over a paper, such as the lack of origami-style gymnastics required to turn a page on a crowded train, or avoid the corner getting soaked in milk at the breakfast table. Other more obvious benefits to an iPad include the higher level of interactivity the user has with the news. Another advantage for Mr Murdoch and his News Corporation is that he could increase revenues by selling apps designed specifically for the iPad.



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**TUTORIALS (30 HOURS)**
**I. PROBLEM-SOLVING TASK**

Choose one of the two problem-solving tasks and be ready to present it:

**Problem solving task #1.** It can be argued that World War I was the most pivotal point in reshaping the political and social make-up of Europe. Support, modify, or refute this concept, providing specific evidence to justify your answer.

<b>Learning Objective</b>	<b>Historical Thinking Skill</b>
<p><b>1.</b> Explain how new ideas of political authority and the failure of democracy led to world wars, political revolutions, and the establishment of totalitarian regimes in the 20th century.</p>	<p>Patterns of Continuity and Change over Time</p>
<p><b>2.</b> Evaluate how the emergence of new weapons, tactics, and methods of military organization changed the scale and cost of warfare, required the centralization of power, and shifted the balance of power.</p>	<p>Historical Argumentation</p>
<p><b>3.</b> Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20 centuries.</p>	<p>Appropriate use of Relevant Historical Evidence</p>
<p><b>4.</b> Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.</p>	
<p><b>5.</b> Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.</p>	

**Problem-solving task #2.** Some historians argue that the Congress of Vienna and Concert of Europe were effective means of establishing and maintaining international peace and stability throughout the nineteenth century. Support, modify, or refute this stance, providing specific evidence to justify your answer.

<b>Learning Objective</b>	<b>Historical Thinking Skill</b>
<p><b>1.</b> Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20 centuries.</p> <p><b>2.</b> Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.</p> <p><b>3.</b> Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.</p> <p><b>4.</b> Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.</p>	<p>Patterns of Continuity and Change over Time</p> <p>Historical Argumentation</p> <p>Appropriate use of Relevant Historical Evidence</p>

## II. PROJECT WORK ON THE THEME “GEOPOLITICAL ISOLATION”

- Try mind mapping. To brainstorm ideas for your project, make a mind map to stimulate new thoughts. Use a plain piece of paper, poster board, or whiteboard for your mind map and write the goal of your project in the middle. Write down related topics, subtopics, and relevant concepts around the goal, and branch out from them to create and follow different tangents.
- Discuss things in a group. If you are doing a group project, brainstorming things together will allow each group member to

feed off of the ideas of others and gain new insight. Schedule a brainstorming session in a quiet place with few distractions. If you are working on a project on your own, group discussion with friends or colleagues can help you gain new perspective on the topic you're covering. Remember to include everybody in any decision-making

- Plot out your research. Plan out the process of your research by using the gap filling brainstorming technique. To do this, identify where you are starting from in terms of your knowledge and resources (i.e. Point A), and identify where you want go with your project (Point B). Make a list of all of the things missing between Point A and Point B and make a plan for filling in this gap.

- Make a project timeline. Completing a successful project requires a significant amount of time and work, which means evaluating your priorities and planning your course of action. Schedule specific research time and plan daily, weekly, or monthly targets for your progress (e.g. completing a detailed project outline by the first week). Keep track of your schedule with a smartphone app such as Schedule Planner, a free iphone app that organizes your tasks and deadlines.

- Use reliable sources. When looking up books, news articles, or websites, always look for the credentials of the author or creator of a text. Search for the name of the writer(s) to see if they have already been published, or cited in the work of others. Avoid anonymously-written text or any sensational writing that may be geared towards attracting readers rather than conveying facts.

- Find up to date material. When researching a topic, check the date of publication of all of the reference materials that you use. Current information is always ideal, but it is imperative to find the most recent data in dynamic fields such as the sciences. Historical texts, on the other hand, would be an exception.

- Draft a thesis statement. Start with a simple question about the topic of your project and begin your research. Once you grow

more familiar with the material, make a statement that you can argue for as a project goal. Ask yourself if the thesis statement needs to be researched, and make sure that it is only expressing one main idea.

- Add flair to your project. Make your project stand out by adding dynamic elements to it. Wherever possible, add auditory, visual, or tactile components to the project material to make it more interesting and accessible. Different approaches to the project will add new dimension to the topic covered.
- Add an auditory component like a taped interview or recorded radio broadcast to liven up the project.
- Add visual aids like charts, pictures, and maps to enhance the project.
- Add a tactile part to your project, like a short video.

### **III. IF YOU DON'T KNOW, ASK, OK?**

#### **Procedure:**

1. Announce the topic of the article or news item and ask students to volunteer what they know about it. Encourage students to ask questions.
2. Place the students in groups of three and ask them to write at least three questions about the topic.
3. Tell the students that they are going to read an article (or news item) in which some of their questions may be answered. The questions may be answered directly, by inference, or not at all. Their task is to determine with answers, if any, are given to their question.
4. Distribute the reading selection. Students read the selection and look for answers to their group's questions.
5. Have volunteers read their group's questions to the class and report on answers provided in the reading selection.
6. If students have generated questions for which there are no answers in the reading passage, use these as topics for project work or library research.

#### **IV. MATCH THE HEADLINE**

**Procedure:**

1. Locate suitable articles or items from newspapers, of one or two paragraphs in length. Each should have a reading. You will need one article and one heading from the articles.
2. Remove the headings from the articles.
3. Create groups of three to four to try to match them. Each group will have three or four articles plus headings.
4. Groups should note their suggested matchings, exchange their suggested headings and articles, and continue matching.
5. After they should read their articles with appropriate headings, and retell each other.

#### **V. PROJECT TASK**

**Task:** Choose the given themes for presentation and make up a project, based on your review of various sources and your opinion.

**Implementation stages:**

Preparatory:

1. Define the research aims and objectives (communicative, creative, organization)
2. Make up the list of points to include to the presentation/report
3. Show the topicality of the chosen theme
4. Make up a written draft plan for the presentation

Research:

1. Prepare the information connected with your research theme
2. Consult the tutor or advisor, fellow students
3. Gather much information related to the topic
4. Make a research

Creative

1. Analyze the data
2. Classify it according to your draft plan
1. Choose the main information to include into presentation
2. Look for different illustrative materials (pictures, videos, songs, graphs) to demonstrate your topic best

3. Make a conclusion
4. Make a draft for your speech

Total:

1. Recommendations according to the research
2. Give the benefits and drawbacks of the research theme
3. Make a list of used literature and further development of the theme
4. Preparation of the project
5. Defense of the project

**Presentation tasks:**

**1. Kazakhstan 2050 Strategy**

Overview Kazakhstan 2050 Strategy, its overall aims, Seven priorities of the Strategy Kazakhstan-2050, stages, principles, 10 top projects. What is your attitude towards it? Bring examples of implementation of this program.

**2. Principles of balanced and multi-vectored foreign policy of Kazakhstan**

Geopolitical position between Asia and Europe, economic and military-political interests along with natural resources and industrial potential determine Kazakhstan's position in international relations system as a median regional power and its multi-vectored foreign policy. Analyse these and present other features and principles of balanced and multi-vectored foreign policy of Kazakhstan.

**3. The membership of Kazakhstan in the Eurasian Economic Union (EAEU)**

Dwell on the aim and functions of given organization. What is your attitude towards the membership of Kazakhstan in the EAEU? What are the advantages and disadvantages for Kazakhstan as a member of this union?

**1. Balance of power**

Give definition to this phenomenon. Bring some examples of "balance of power" in global affairs. Suggest the ways and means of maintaining the balance of power in the world in terms of the following topics:

1. U.S. Leadership and the Global Balance of Power
2. Nuclear weapons and balance of power in the 21st century
3. Nations that produce high technology are most powerful
4. Globalization and balance of power
5. G20 and balance of power.

**5. Entering the UN became a *landmark event* in the creation and development of independent *Kazakhstan's* diplomatic service**

Consider 25th anniversary of Kazakhstan's diplomatic service.

Analyze Kazakhstan's foreign policy priority in multilateral diplomacy.

Dwell on "modern Kazakhstan's foreign policy is the history of our country's independence".

**6. Astana is host venue for talks between the Syrian government and the opposition**

Analyze the role of Kazakhstan in Astana Process Syria Peace Talks.

Why Kazakhstan was chosen as a suitable platform to host these negotiations?

Focus on the Kazakhstan's contribution in resolving the humanitarian crisis in Syria.

What is the role of Kazakhstan in ensuring peace and stability in the Middle East? Take into consideration Kazakhstan's initiatives at the UN Security Council.

**7. Astana EXPO 2017 "Energy of the Future" is a priority project for Kazakhstan.**

**Make an analytical overview on the role of EXPO 2017 in forming Kazakhstan's national brand**

Consider the role of EXPO 2017 on priority directions of Kazakhstan in terms of economy and policy.

Dwell on "Astana Expo 2017 is a great opportunity to attract foreign investors". Expo 2017 is as an instrument for Kazakhstan's engagement into global economic platforms.

**8. Counteraction to terrorism is one of the priority directions in ensuring national security of Kazakhstan**

Make a detailed analytical research on Kazakhstan's internal and

external policy in counteraction with regional and international threats.

What are the main activities of Kazakhstan in fighting against terrorism and extremism?

Does Kazakhstan strictly fulfill the requirements of the Resolution of UN Security Council?

Analyze the claim: “Our country supports efforts of the international community on fight against terrorism, develops full cooperation and interaction in practice.

### **9. War in Syria: Geopolitics of the Conflict**

Dwell on the problem of Syria’s crisis as the worst humanitarian crisis of our time.

Syrian refugee crisis: families fleeing violence.

What are the main reasons of geopolitical conflicts in Syria?

What are the ways of solving the problems civilians in Syria face with nowadays? How do you think does the Civil war in Syria have connections with religion, imbalance of power and political regime? What do you think about the impacts of conflicts in Syria on geopolitical situation in the world?

### **10. Rapprochement of Cultures: Social Transformations and Intercultural Dialogue**

Analyze the importance of the mission of the «Centre for the Rapprochement of Cultures» for the development of the global dialogue among civilizations, cultures and peoples in order to “construct defenses of peace in the minds of men».

What are the benefits of membership of Kazakhstan in UNESCO? Consider Interreligious and intercultural dialogue which helps overcome conflicts in our societies; different international organizations take part in promotion of mutual understanding.

### **11. The work of banks**

Analyze governmental and non-governmental banks of Kazakhstan. What are their roles for the development and prosperity of Kazakhstan? What are their functions? Show their influence and role for the development of economic sphere of the country.



### **12. Multilingualism in educational environment**

Speak on the role, necessity of the system. What have been done and what shall be done in the future? Your personal attitude to the issue. Do you approve or disapprove trinity of languages in Kazakhstan? What is your personal contribution for the support and development of the system?

### **13. Anticorruption measures in Kazakhstan**

Research the problem of corruption in Kazakhstan in comparison with the world. What are the common reasons of corruption? What measures should be taken to stop the problem in countries? Are there any punishment ways? Are they effective or not effective? Give your recommendations referring to experts' opinion.

### **14. Healthcare system in Kazakhstan**

Make a special survey on mandatory insurance system implemented in Kazakhstan. What are the benefits of the system? What have been done to inform the public?

### **15. The role of the President's annual address to people of the Republic of Kazakhstan to improve its foreign policy**

Give a short history of the President's annual address to people of Kazakhstan. Analyze each year annual and give their specific features. Why is it done every year and what are the benefits?

## **VI. SPEAKING TASK**

### **Part 1**

Ask your partner about his or her attitude to the problems and prospects of political system and geopolitical issues of Kazakhstan and around the world.

#### **Candidate A:**

#### **Questions that may be addressed to the partner:**

1. What countries have got perfect political system?
2. Can you name countries which have monarchy, theocracy, totalitarian regime?

3. What is the role of the political institutions in social life? What do they include?

4. How do you usually try to follow to political events in your country?

5. What are pros and cons of having democratic political way of development?

**Candidate B:**

**Questions that may be addressed to the partner:**

1. What kind of information do you have about judicial branch in this state?

2. What is your advice for development of improving the judicial system?

3. Who execute judicial authority in Kazakhstan?

4. What is the role of mass media on political issues?

5. Can you express your views on politics in your country?

**Part 2**

**Candidate A:**

Give your points of view on the national security of the Republic of Kazakhstan. You may talk on:

- the role of legislative power and executive authority in political system of Kazakhstan

- the possible problems, ways of solution on the given field

- the level of transparency these subjects in the country

- the significance of military service in your country

- the ways of strengthening the national security

**Candidate B:**

Give your points of view on peacebuilding ways or methods in your country. You may talk on:

- the relations between different ethnic groups in Kazakhstan

- the activities that are taken to peace building in your country

- the attitudes that Kazakhstan became a central platform for world issues

- the ways to develop the political consciousness of the civilians

- the specific features of Kazakhstan to stay one of the peace building countries in the world.

**Part 3**

Share your points of view on the following topic.

**Role play:**

Imagine that you are going to be an akim of a town who will decide how a large sum of money that was given him to spend on new issues. Create a dialogue and you should discuss the advantages and disadvantages of a list of possible new resources for your town and try to come to a decision about the importance of the items. You should try to choose priorities. If it is too difficult for you to order them all, choose the top three. Prepare a list of items.

Example list:

- A new sports centre
- More specialists
- A new computer technology
- .....
- .....
- .....

**VII. Case studies/pragmatic professional tasks**

1. What are the main types of businesses that attract women entrepreneurs in Kazakhstan? How the situation is different in other countries. And tell if you would like to run your own business what sectors you would like to run and why. Explain your choice.

- Travel and tourism
- Health and personal care
- Retailing
- Computer consultancy
- Catering services
- Training and development
- Financial services
- Publishing and printing

2. Answer the questions giving your points of view.

- Do you agree that Kazakhstan will enter to “top ten” oil producing nations? Give your points of view. What makes you think so?

- What are the factors or common reasons that growth of Kazakhstani oil production volume?

- Would you like to connect your working life with oil and gas sphere and explain why?

3. Speak on the problems and prospects of oil, gas and metallurgy sectors of Kazakhstan. State out facing problems, and then suggest possible solutions on them. Recommend how to improve the given sectors and to contribute to home country's economy.

4. Imagine that you are going to organize the Helpline for start-ups in business. What information or any other help would you provide? Explain your choice.

5. What advice or recommendations would you give to a person who runs his own business for the first time and how to make well in start-ups. Suggest five top tips and justify your choice.

6. The local authority of the city where you are studying has announced its intention to increase the annual budget for the improvement of the learning environment in your university. As a member of the Students' Committee you have been asked to submit a proposal for the authorities giving your suggestions. You should give details of how the money should be spent in at least three areas, including clear reasons for your recommendations. Write your proposal.

7. Within the framework of the program "Ruhani zhangyru" 300 social projects will be implemented in Almaty. As an entrepreneur, which of these objects you think plays major importance to improve the citizen's life style: a) building campuses for students b) building modern houses c) building rehabilitation centers for disabled people.

8. Some experts think that the United Nations is "doing a poor job." They argue the role of the organization in international security matters and humanitarian efforts. The world body is riddled with corruption and mismanagement, as well as a complete lack of discipline in its peacekeeping operations. Support, modify, or refute this decision, providing specific evidence to justify your answer.

9. Countries like Syria, Venezuela and North Korea are suffering from international financial and political sanctions for years. World is trying to

push them to follow the international human rights. To what extent do you believe the world leading organization such as UN could make them follow the international demands?

10. President of Kazakhstan N. Nazarbayev decided to dismantle the 4th largest nuclear arsenal in the world and closed Soviet-era test sites. Kazakhstan has also hosted international summits and worked with the United Nations to successfully proclaim August 29 as the “International Day Against Nuclear Tests.” Kazakhstan is surrounded by Russia and China two nuclear powers. Do you agree with the decision of our president? Is his decision to eliminate nuclear weapons in Kazakhstan reckless? Analyze the situation with nuclear weapons worldwide and Kazakhstan. Speak about health impacts and link higher rates of different types of cancer to post-irradiation effects. Give your ideas and thoughts.

11. Some people assume that Kazakhstan should not aim at being a member of international organizations, in particular, of those that are ruled by Europe and the USA. They claim “once you are a member of these international organizations, you will be dominated and controlled by them”. Some others believe that as the young country Kazakhstan should strive to be a member of various international organizations as long as there are only benefits of this kind of membership. Which of these assumptions do you support? And why? Why not? Critically discuss it and give more evidence to justify your choice.

12. As one of the citizen of your country what is your contribution to it. Express your civilian points of view on geopolitical issues of your country and the world. What issue is the most significant in keeping your country in security and peace? Give your ideas and support with facts, samples.

## INDIVIDUAL WORK OF STUDENTS

(30 hours)

### I. PROJECT WORK: STUDENTS' SCIENTIFIC-PRACTICE CONFERENCE

Kazakh Ablai khan university of international relations and world languages is going to hold annual students' scientific-practice conference on the theme: **“Impact of the accession of Kazakhstan to the WTO on agro-industrial sector: Pros and cons.”**

The conference is organized under the patronage of the chair of Translation and Intercultural Communication of Translation and Philology Department on the 4-5 November 2017.

**The aim** of the conference is to provide a meeting of senior course students, where the participants can share their research knowledge and ideas on the recent and latest research and map out the directions for future researchers and collaborations. Researchers and graduate students are welcomed to participate in the conference to exchange research findings in the frontier areas of Business, Agriculture, Manufacturing.

**Stage 1:** Get common knowledge about the discussed issue.

**Stage 2:** Write down an article on the given topic.

**Stage 3:** Make up a slide-show presentation on your report.

**Stage 4:** Present your findings.

**Project 2.** Findings and presentations.

### II. WEEKLY REVIEW OF GEOPOLITICAL ISSUES:

**Prepare a special report on the following geopolitical issues. Present your findings in class. There are given different issues, you may choose one of them each week and present in class. The next week two more students choose another geopolitical issues and present in class.**

- *State stability-Geopolitical news, Intelligence, Analytics and forecasting*

- *Identifying global trends*

- *Uprisings and unrest*

- *Political crises*

- *Climate change*
- *Poverty issues*
- *Food crisis and security*
- *Freedom fighters*
- *Women's rights*
- *Culture (society) peace building*
- *Environmental degradation*
- *Indigenous protections*
- *Terrorism threats*
- *Militias/rebels*
- Government legislations*
- *Policy shifts*
- *Conflicting interests/diplomacy*
- *Education and health*
- *Human rights*
- *Forecasting and trend analysis*
- *Military intervention*
- *Hostilities*
- *Civil affairs/arrests*
- *Riots and protests*
- *Global power and influence*
- *National security*
- *Employment and inflation*
- *Civilian casualties*
- *Natural disasters*
- *Corruption*
- *Assessing risks/opportunities*
- *Predicting early warning signs*
- *Statistical correlations*

### **III. WHAT'S IN THE NEWS?**

A class discussion on processing and retaining information on current events:

1. Ask each student to bring an article from an English language newspaper or magazine on a common topic (e.g., crime, pollution, accidents).

2. In class, put students in groups of three and have them retell their information, classifying into specific categories (e.g., homicide, robbery, assault).

3. Next, have students walk around the room and find out who else has articles that match their own categories.

4. After groups with similar categories are formed, direct a whole-class discussion to make a list of all the categories on the board. Students can contribute additional information from their own experiences.

5. Post-reading activities requiring writing can be assigned, such summaries, letters to government officials offering suggestions to deal with problems, and responses in journals.

### **IV. NEWSPAPER POSTER**

#### **Procedure**

1. Clip an assortment of articles and other items from newspapers. Be sure to include enough items from all parts of the papers for all the groups to have plenty to choose from.

2. Provide a list of categories to be included in the posters.

3. Put the students into groups. Each group uses a poster board and creates a poster that represents the various items found in the different sections, choosing from the articles and items you provide. Ask the students to label the categories.

### **V. GETTING THE POINT**

#### **Procedure:**

1. Tell the class that they will tell a groupmate about a newspaper/journal/online article they have read.

2. Tell them to include the following information in their reports:

Title/headline and author

Main characters

Plot

Outcome

Their opinion or recommendation

3. Divide the class into pairs. Give each person 10 minutes to report and answer any questions from the other person.



4. After 10 minutes, have the partners switch roles.
5. Have the students write a report of their oral summary. Urge them to use their own words and not to copy sentences from the articles.

## **VI. MAKING A SPECIAL SURVEY**

**Stage 1:** Analyze each Kazakhstani TV channels. Make a survey on Kazakh/Russian programmes devoted to social and political issues.

**Stage 2:** Analyze their content. What issues they deal for, usually. Who are the participants?

**Stage 3:** Interview Kazakhstani people (each category of people: ordinary people, statesmen, students, professionals, etc.) if they are familiar with these programmes. Are they interested in them? Do they watch them? Why/why not?

**Stage 4:** Present your findings/survey in class in the form of presentation.

## **VII. READ AND DRAW**

This activity aids comprehension by allowing students to look at the reading from a different point of view. It also encourages the sharing of insights into article by students.

### **Procedure:**

1. Divide the reading passage into several parts.
2. Divide the students into as many groups as you have parts of the reading. Have the students, working together in small groups, read their part of the article and then draw what they have read.
3. Students work cooperatively.
4. After each group has drawn their portion of the article, post the drawings.
5. Have a representative from each group explain the drawing.

## **VIII. WATCHING ACTIVITY**

**Watch a video on the title: “Top 10 Facts about South Asian Geopolitics”.**

1. Before watching the video find out information about Asian countries. What countries are considered to be Asian? Watch/read/

listen to information about these countries' geographical position, language, art, culture, education and political system.

2. From Asian countries which country is the most powerful? State out 10 specific reasons why the country you think is more powerful. Present your reasons to class. Share your ideas with class.

3. Translate the video to your mother tongue and record your voice on the "Audacity" programme. Later, your teacher checks and assesses your translation.

## IX. ESSAY WRITING

Write an essay stating out your own position and opinions on the following topics:

1. Kazakhstan as a cradle of stability and peace
2. Geopolitical cooperation of Kazakhstan with Russia
3. Kazakhstan has a good relationship with its neighbors
4. Improvement of home policy of Kazakhstan for the last 10 years
5. The role of the President's annual address to people of the Republic of Kazakhstan to improve its foreign policy

## X. WATCHING ACTIVITY

**1. Watch a video titled** "*Language Barriers Add to Migrants Difficulties in Europe*". Give your points of view on the role of a foreign language today. Imagine that you are in the situation on video and what would you do or act as a translator/interpreter. If you migrate to another countries for education, travelling or other purposes does language make a barrier?

**2. Give your interpretation to the statement. Express your attitude to the following statement:** "Ability to communicate in a second or foreign language is important to the development of Intercultural communication. Grappling with another language challenges how one perceives, conceptualizes, expresses oneself; and in the process, it opens the possibility of developing alternative communication strategies on someone else's terms. This humbling process often results in transcending and transforming how one understands the world. Lack of a second language – even at a minimal level-constrains one to continue to think about the world

and act within it, only in one's native system, and deprives the individual of one of the most valuable aspects of the intercultural experience."

**3. Speak on the role of verbal and non-verbal communication.** Which of them is more effective in communication process? Give your interpretations to the following statement: "In addition to verbal language there are great differences in cultural norms and practices of nonverbal behavior. Nonverbal communication refers to all intentional and unintentional stimuli between communicating parties, other than spoken word. These nonverbal processes are sometimes accounted for as much as 70% of the communication. Successful interaction in intercultural settings requires not only the understanding of verbal messages but of nonverbal messages as well. Characteristic to nonverbal communication is that it is less systematized than verbal communication; it is culture-bound and ambiguous".

## ANNEX 1

### How to write a report: tips?

#### **What is a Report?**

A report concentrates on facts.

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Reports may contain some or all of the following elements:

1. A description of a sequence of events or a situation;
2. An evaluation of the facts or the results of your research;
3. Discussion of the likely outcomes of future courses of action;
4. Your recommendations as to a course of action; and
5. Conclusions.

Not all of these elements will be essential in every report.

#### **Sections and Numbering**

A report is designed to lead people through the information in a structured way, but also to enable them to find the information that they want quickly and easily.

Reports usually, therefore, have numbered sections and subsections, and a clear and full contents page listing each heading. It follows that page numbering is important.

Modern word processors have features to add tables of contents (ToC) and page numbers as well as styled headings; you should take advantage of these as they update automatically as you edit your report, moving, adding or deleting sections.

#### **Report Writing - Getting Started: prior preparation and planning**

The structure of a report is very important to lead the reader through your thinking to a course of action and/or decision. It's worth taking a bit of time to plan it out beforehand.

### **Step 1: Know your brief**

You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared.

First of all, consider your brief very carefully and make sure that you are clear who the report is for (if you're a student then not just your tutor, but who it is supposed to be written for), and why you are writing it, as well as what you want the reader to do at the end of reading: make a decision or agree a recommendation, perhaps.

### **Step 2: Keep your brief in mind at all times**

During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing?

All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded.

As you read and research, try to organise your work into sections by theme, a bit like writing a Literature Review.

### **The Structure of a Report**

Like the precise content, requirements for structure vary, so do check what's set out in any guidance.

However, as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report, and a section containing your conclusions and any recommendations.

#### ***Executive Summary***

The **executive summary** or **abstract**, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

#### ***Introduction***

The **introduction** sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

### ***Report Main Body***

The **main body of the report** should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

### ***Conclusions and Recommendations***

The **conclusion** sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

**Recommendations** suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

### **A Word on Writing Style**

**When writing a report, your aim should be to be absolutely clear. Above all, it should be easy to read and understand, even to someone with little knowledge of the subject area.**

You should therefore aim for crisp, precise text, using plain English, and shorter words rather than longer, with short sentences.

**You should also avoid jargon.** If you have to use specialist language, you should explain each word as you use it. If you find that you've had to explain more than about five words, you're probably using too much jargon, and need to replace some of it with simpler words.

**Consider your audience.** If the report is designed to be written for a particular person, check whether you should be writing it to 'you' or perhaps in the third person to a job role: 'The Chief Executive may like to consider...' or 'The minister is recommended to agree...', for example.

### **Final Warning**

**As with any academic assignment or formal piece of writing, your work will benefit from being read over again and edited ruthlessly for sense and style.**

Pay particular attention to whether all the information that you have included is relevant. Also remember to check tenses, which person you have written in, grammar and spelling. It's also worth one last check against any requirements on structure.



Read more at: <https://goo.gl/v2MgWt>

Read more at: <https://www.skillsyouneed.com/write/report-writing.html>

## ANNEX 2

### The scheme of a newspaper article analysis

**I. Introduce the article under comment (headline, newspaper/magazine, date, author, topic):**

The paper published (headlined ...) on (date) ... features an item

The (month) issue of ... carries (presents, releases) an article (a publication) going under the headline

Characterize the newspaper from which the article has been taken as a: quality/popular/tabloid, the kind of materials it usually published, its socio-political orientation, its un/popularity rate, account for such a rate.

**II. Introduce the author of the article:**

The article (item, publication) under (in question) review (comment, examination) has been written (is authored, has been contributed) by ...

Say if the name of the author sounds familiar to you and why; if not try to guess who and what she/he can be.

**III. Present the theme of the article:**

The article (item, publication, clipping) under review (comment, consideration) centers on (gives coverage to, highlights, reports on, covers, focuses on, gives full attention to, informs of, deals with).

**IV. Identify the keynote/message/purpose/idea of the article under review (present the major points of the article in as much details as possible):**

The main idea of the author is ....

The keynote of the article is ...

The author's message is to make readers understand ....

The author tries to bring it home to readers that ....

The author's stance (position) on the problem may be formulated as follows ...

**V. Characterize the logical composition of the article:**

It seems logical to distinguish ... parts in the article.

Structurally the item falls into ... parts.

As for the logical composition, the item may be divided into ...

Viewed structurally, the clipping consists of ....

Compositionally the article contains ....

The article allows of differentiating between/singling out ... logical parts.

**VI. Summarize the content of each part of the article (with as little details as possible):**

In the opening/introductory/closing/first/second/third part the author ...

The author goes on (proceeds by, continues emphasizing, argues further that)

While summarizing each part, make sure you avoid repeating the word "say" or "tell" and use the following instead:

Emphasize, stress, point out, expose, state, maintain, reason out, claim, appraise, evaluate, assess, examine, show, describe, note, observe, quote, cite, refer to, raise the problem of, take a critical view, admit, dis/agree, argue, warn, come out against, support, welcome, oppose, regret, insist on, accuse of, charge with, blame smb for, place the responsibility for smth upon sb, voice one's concern, fear, alarm, hope of, believe in, opinion about, proceed from an assumption that, express one's alarm/indignation/hope/disappointment/view/belief/conviction/opinion, denounce, condemn, reject, protest, challenge, take a firm stand against ...



## ANNEX 3

**Some useful phrases for comparing and contrasting 2 pictures**

1. Both... and.../... and... both
2. ..., whereas...
3. ..., but...
4. .... In contrast,...
5. Unlike...,...
6. ..., and so is/ does...
7. ..., and... is/ does too.
8. ..., and... is/ does as well.
9. A/ One difference/ similarity (which stands out) is...
10. One thing that... and... have in common is...
11. One of the (few) similarities/ differences between... and... is...
12. Another/ An additional difference/ similarity (which is instantly apparent) is...
13. The most obvious/ important/ apparent similarity/ difference (for me) between... and... is...
14. A striking similarity/ difference is...
15. ... and... are (quite/ very/ really/ really quite) similar/ different, for example...
16. ... and... are (quite/ very/ really/ really quite) similar/ different in terms of...
17. ... is different/ similar, in that...
18. ..., as is/ does....
19. ... and... have a lot in common, for example...
20. ... and... don't have much in common, but...
21. There are more similarities than differences between... and... For instance,...
22. The main similarity/ difference between... and... is...
23. The only difference/ similarity between... that I can see is...
24. In comparison to...,...
25. Compared to...,...
26. A/ One contrast between... and... is that...
27. ... is (slightly/ a bit/ somewhat/ quite a lot/ a great deal/ substantially/ a lot/ much/ far/ much much/ far far) ... et/ more... than...
28. ... is not (nearly/ quite) as... as...
29. .... In a similar way,...
30. Contrasting... and...,...
31. The most apparent difference/ similarity between... and... is...
32. ...and that is (more or less) the same for...
33. ... and... share...
34. A more subtle difference is...
35. ... differs from... in that...
36. .... Likewise,...
37. Neither... nor...
38. One resemblance between... and... is that...

As seen in one of the example phrases above, another kind of language that candidates are likely to need is the language of speculation:

- |  |  |
|--|--|
| 1. ...   | 12. I reckon...                                |
| 2. seems...                                      | 13. I suppose...                               |
| 3. ...looks...                                   | 14. I'm fairly sure...                         |
| 4. ...is obviously...                            | 15. I get the impression that...               |
| 5. ...probably...                                | 16. ...is almost certainly...                  |
| 6. I guess/ I imagine...                         | 17. My initial impression is...                |
| 7. ...might/ may/ maybe/<br>perhaps...           | 18. ...must...                                 |
| 8. ...clearly...                                 | 19. ...could (possibly)...                     |
| 9. I'm not sure exactly (what<br>this is) but... | 20. I'm pretty confident that...               |
| 10. ...appears...                                | 21. I expect...                                |
| 11. ...looks like...                             | 22. I think I'm justified in saying<br>that... |

#### ANNEX 4

*There tend to be two main types of open letter:*

1. The first is an unaddressed letter to be read by a large number of people. For example, a letter an employer sends to all employees or a letter from a company to all its customers.

2. The second type of open letter is addressed to a specific individual but is intended to be read by a large number of people. Journalists or political activists often publish letters addressed to politicians or public officials in a newspaper or magazine so their views can be shared with the publication's readers.

#### ***Important Questions to Ask***

Some people mistakenly think that an open letter can be a loose and 'free style' form of communication. Nothing could be further from the truth. If it is designed to appeal to a large number of readers, the letter must be targeted, tightly written and pertinent. Open letters need to have impact through powerful writing and this is achieved through careful planning.

The easiest way to start planning an open letter is to ask three simple questions. These tips should help you to think about the most effective ways to write an open letter.

1. Who is your audience? Identifying typical readers of your letter will enable you to pitch the tone and language of your letter so that it's engages your reader. This is important because their name isn't at the top of the letter, so the letter has to find other ways of 'speaking' to them. Different letters to different newspapers are tailored to suit the tone of the readership-traditional, 'broadsheet' newspapers will use a completely different tone to a tabloid publication.

2. What is your letter about? You should be able to summarise the point of your letter in a single sentence. If you can't, find ways to simplify your argument or view. The tighter your subject area, the more powerful your letter will be. If the letter has impact, the reader will read from the first word to the last.

3. What are you trying to achieve? All letters have a purpose. The open letter has a very specific purpose because you have chosen to communicate in such an open way. This will determine the style, tone and content of your letter. Perhaps the letter is designed to motivate people to act or follow instructions, maybe you want to provoke discussion, create specific emotions or raise awareness and stimulate thought.

### ***The Next Steps***

Organise your message into clear and concise bullet points. Look at each point in turn and number them in accordance with a ranking system.

This should reflect the importance of each point and the order in which they should appear in the letter. Make sure that each point follows the previous in a logical and flowing way. If you don't achieve this, the effect is jarring and it will alienate the reader.

### ***Writing the Letter***

Write your letter in one sitting if you can. This maintains the flow and makes your letter more impassioned. Consult your bullet points as you proceed, this will stop you from wandering off and losing the thread. When you have finished writing the letter, scan the document briefly for basic errors like spelling or grammar mistakes. Put the letter away and re-visit it later. This gives you some distance from your writing, even if it's only for an hour and allows you reassess your work objectively.

As you edit and polish the letter, look out for common pitfalls like:

- Using a preaching or sanctimonious tone.
- Waffling too much or wandering off the subject.

- Using an attacking or aggressive tone which alienates the reader.
- Make sure the beginning is powerful, that the middle is strong and logical and the ending returns full circle to make a convincing conclusion.

Open letters can be incredibly powerful but they have many pitfalls because they have to deliver targeted messages to more than one person.

## ANNEX 5

### Guidelines for Conducting a Debate

**Debate** can be an effective instructional method for helping participants to present and evaluate positions clearly and logically. Debate begins with the debaters having developed or been assigned a position on an issue. The intention is to persuade others that their position is the proper one. In this way debate differs from discussion, which often calls for the cooperative thinking of members of a group in search of a solution or approach to a problem or issue. A specific example of a way in which debate might be a useful method is as a follow-up to a policy-making exercise. Participants who do not agree with the adopted policy might use the debate as an effective means of trying to change public opinion, which might in turn lead to a change in policy.

#### **How to Proceed**

Decide, or help participants decide upon a subject for debate.

Formulate the subject into a resolution, e.g., “Resolved that capital punishment should be abolished by the United States Supreme Court.”

Make certain that those participating in the debate are familiar with the procedures to be followed. Select participants to take part in the debate and divide debaters into two teams, one team in support of the resolution (pro) and one team in opposition to the resolution (con). The most common number of members per team is two, but more than two may be used.

Select a chairperson and a timekeeper.

Allow sufficient time for participants in the debate to prepare “constructive arguments.” Constructive arguments should be based upon three to five major points which are logically developed and substantiated by factual evidence in support of a particular position.

**Conduct the debate according to the following procedures:**

**a.** The chairperson and the debaters are seated at the front of the class, usually with the team in favor of the resolution to the right of the chairperson and the team in opposition to the resolution to the left of the chairperson.

**b.** The chairperson briefly introduces the subject and states the resolution that is to be debated.

**c.** The chairperson introduces the first speaker from the team in support of the resolution. Each speaker is introduced when (s)he is given the floor.

**d.** The first speaker from the team in support of the resolution is allowed a set amount of time to present the constructive argument (s)he has prepared. The timekeeper, seated with the class, indicates when the time limit has been reached.

**e.** The first speaker from the team in opposition to the resolution is introduced and asked to give his/her constructive argument. This procedure of presenting pro and con speakers alternately [ɔ:l'tɜ:nɪli] is continued until each debater has given his/her constructive argument. After the first speaker, those who follow will probably need to adjust their prepared speeches to allow for what has been said by preceding speakers.

**f.** "Rebuttal arguments" follow the series of constructive arguments given by both teams. The team in opposition to the resolution always begins the rebuttal argument series. Each debater is given an opportunity to speak extemporaneously for a set amount of time, attempting to weaken the position presented by the opposing team. Rebuttal arguments also provide an opportunity to answer attacks that have been made by the opposing team. While rebuttal arguments are presented extemporaneously, debaters should anticipate possible positions the opposition might take and be prepared with appropriate counter arguments. No new issues may be introduced during rebuttal arguments.

**g.** Debrief and/or evaluate the debate and the performance of the debate teams by informally polling the class to determine how many agree with the team in support of the resolution and how many agree with the team in opposition to the resolution. Class members should be asked to explain whether or not their own positions were strengthened or changed as a result of hearing the debate and to explain why. Class members should also be asked to make statements which they feel could have been used as effective arguments by the debaters.

### **Principal Responsibilities of the Instructor**

- Select, or help participants select, a subject or question for debate.
- Insure that participants are familiar with the procedures for conducting a debate.
- Help participants see the dimensions of the problem and develop clear, logical, and supportable arguments for the position they present during the debate.

Help participants gain an understanding of some of the educational objectives which can be achieved by debate. These objectives include learning to make convincing arguments from another frame of reference than one's own, as might be the case if one is debating a position that does not correspond with one's true position. This experience may further develop participants' abilities to understand and respect the rights of individuals to hold opinions and beliefs that are different from theirs.

### **Make a Judgment**

Usually in debate, the *winner* is the one who has presented the strongest case. For ESL classes, the overall purpose of **speaking** is more important than the specific outcome of the debate. Still, your students will probably want to know who won. To determine the *winner*, have the *audience* vote on which team they thought made the most convincing *argument*. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners.

Your grading process, on the other hand, does not have to name a winner and a loser. As long as your students were able to communicate clearly, use good **grammar**, and have good **pronunciation**, the debate was a success, and their grades should reflect that success.

## **ANNEX 6**

### **REPUBLIC OF KAZAKHSTAN AND EUROPEAN COUNTRIES: COOPERATION FOR REGIONAL SECURITY**

#### **Introduction**

1) From the moment of its independence Kazakhstan demonstrates peace loving international course defining its directions and indicates its adherence to the principles of international law. Past years were the period

of Kazakhstan's foreign policy, its main directions, goals and tasks which shows shift of Kazakhstan from regional power level to major international actors.

2) Europe is among main directions of Kazakhstan's foreign policy. Necessity and prospects of developing cooperation with European Union is defined by the role and importance of the EU in European and international politics, economics and culture. EU in the Foreign policy concept of Kazakhstan

3) Consecutive development of Kazakhstan's foreign policy and tasks in frame of Strategy Kazakhstan 2050 has been reflected in a new document 'Foreign policy concept of Republic of Kazakhstan for 2014-2020'. This Concept has reaffirmed that Kazakhstan's foreign policy is adjusted and complemented by number of principles. Among these principles: close interconnection between domestic and foreign policy. Internal reforms require auspicious foreign environment. On the other hand, successes in foreign policy are related to outcomes of domestic political, economic and social reforms.

4) Principles of balanced and multi-vectored foreign policy are features caused by special conditions of our state. Geopolitical position between Asia and Europe, economic and military-political interests along with natural resources and industrial potential determine Kazakhstan's position in international relations system as a median regional power and its multi-vectored foreign policy.

5) Current period is a time of experience accumulation, transition of quantity to quality and this situation was reflected in adoption of the new Foreign policy concept of the Republic of Kazakhstan. This Concept confirms preservation of Kazakhstan's foreign policy priorities as active, diversified and balanced foreign policy capable of meeting XXI century challenges and aimed at long-term protection of national interests.

6) New stage in development regional geopolitical situation in and around of the region is characterized by gradual change of major extra-regional actors roles and level of their influence towards Central Asia. In this case the Concept is a confirmation of a Kazakhstan's willingness to further strengthening its relations with leading world powers, participation in international political, military and economic organizations to promote its own economic development.

7) In this context Kazakhstani foreign policy pays appropriate attention to European Union. Issues of cooperation with EU as a leader in world politics and economics takes sufficient place in Kazakhstan's foreign policy. Preservation of high level relationships with European Union is among highest priorities.

8) European Union and Kazakhstan both share common interests in such spheres as regional and international security, economics, social and cultural development, investments, different international projects and calling in knowledge and technologies.

9) As it was mentioned in Kazakhstan's Foreign policy Concept "Kazakhstan will take efforts to build full-fledged relationships with European Union as largest trade and investment partner of Kazakhstan; to sign new agreement on extended partnership and cooperation, liberalization of visa regime with the aim of transition to visa-free regime for nationals of Kazakhstan and European Union"<sup>1</sup>.

10) Taking into consideration the fact of EU being a union of equal and independent state Kazakhstan develops two-level system of relations: with European Union as a whole and with each state separately. At the same time both levels complement with each other which can be seen from different agreements and projects.

11) Cooperation between Kazakhstan and EU has gone through several stages. Contemporary period, is characterized by tendency towards expansion and consolidation of EU position in Central Asia and Caspian region.

12) Kazakhstan, considering growing interest of European Union to the region should use variety of instruments to influence its powerful partner. Currently, after two decades of cooperation, further development Kazakhstan-EU partnership needs specification and deepening of political and legal base. It is unsurprising that the only state that EU talks on new partnership and cooperation agreement is Kazakhstan.

13) Talks on new extended agreement between EU and Kazakhstan started in June 27th, 2011 in Brussels. In the frame of preparations prior to signing the Agreement parties held series of negotiations and discussed issues of foreign and domestic policy, security, justice and economic cooperation. Cooperation of Kazakhstan and the EU in the field of security and defense



14) Kazakhstan and EU has common positions concerning wide range of problems including security issues. Interests of great powers and global centers have grown recently due to new risks and challenges of environmental problems, terrorism, and drug trafficking and religious extremism.

15) Kazakhstan's interests in developing cooperation with EU is based on the assumption that such cooperation can ensure Kazakhstan's engagement in European politics along with strengthening European flank of its foreign policy and will give additional security guarantees.

16) Cooperation in security sphere is based on main principles of European political cooperation providing political dialogue on problems of combating terrorism, nonproliferation and peaceful settlement of regional conflicts, cooperation 1 Foreign Policy Concept for 2014 – 2020 Republic of Kazakhstan// [www.mfa.kz](http://www.mfa.kz) 3 in justice and domestic affairs and in general they meet Kazakhstan's national interests and strategic goals.

17) Search for common approaches towards these problems is a main topic for meetings of Kazakhstan-EU Cooperation Council. As it was mentioned by EU Foreign affairs Director-General Кургинюль “considering identity of problems Kazakshtan and EU facing today” in the fields of combating different criminal activities, “both parties are coordinating their positions on problems of migration, border control, combating terrorism, drug trafficking, money laundering and reformation of judicial system” 2.

18) EU strategy of developing independent security and defense system within international relations system overlaps Kazakhstan multi-vectored cooperation strategy.

19) Building of independent European security system also has great importance for Central Asian states because strengthening of EU's military role and responsibility for a certain degree can determine East-West interaction in security sphere.

20) Taking into account the fact that Europe will strengthen its own defense structures it seems necessary to pay attention to development of cooperation with European organizations. In addition, experience of developing European defense seems to be useful.

21) Nowadays, despite the fact that the formation of European security model is far from its completion, it is a good experience.

22) Due to this many elements of this system can be used today. For

example standardization of weaponry and engineering of all participating countries, complementary cooperation between military industries and more.

**23)** Shifts in geopolitical situation in the world require new approaches towards security problems. Leading European nations are still persistent in strengthening European security and defense identity within their own institutional frames. Constantly moving towards creation of independent security system the EU doesn't leave attempts in achieving efficient results.

**24)** United Europe can act as a consolidated actor in international arena and can become more consistent in different directions of foreign policy such as diplomacy, security, trade and humanitarian aid.

**25)** Security in Central Asia is important for EU due to direct influence of security situation in CA on European security. In case of destabilization in the region it will immediately affect Europe. We share common space on a common continent.

**26)** Among multiple challenges and threats to security EU pays more attention to growing drug trafficking and consumption in Central Asia and lack of efficiency in border control system in the region.

**27)** For our Republic it is also important to engage EU in regional projects of security, combating transitional criminal activity and border forces assistance. 2 See Information and analysis Center for social and political studies in post-Soviet countries // [www.iacentr.ru/safarihtml/shell/open/command4](http://www.iacentr.ru/safarihtml/shell/open/command4)

**28)** Border control is among priorities of EU policy in Central Asia; this policy is aimed at prevention of illegal trans-border activity and thus makes significant contribution into stability and security in the region. Taking into consideration the coming withdrawal of international forces from Afghanistan in 2014 this aspect of border control might become even more important.

**29)** Another key issue of regional stability is cessation of drug production, distribution and transportation. In order of assistance in fighting drug trafficking and border control enforcement EU had developed two programs: BOMCA and CADAP. 30) Border Management Programme in Central Asia (BOMCA) is designed to secure the region, support for legal trade and transit and reduction of illegal goods and people transfer<sup>3</sup>.

**31)** Goals of the program include support for harmonized and coordinated

means of border control on the regional level, also improvement of border cooperation and assistance in promoting legal trade and transit through borders of central Asian countries.

**32)** In frame of technical support EU assists in institutional reforms in border control sphere, training personnel and continues to fund development of infrastructure of main trade routes of Central Asia. BOMCA is financed by European Union and implemented by UNDP.

**33)** Central Asia Drug Action Plan (CADAP) is designed for gradual adoption of European and international practices in the sphere of antidrug activity.

**34)** Through recently developed the Programme of Action to combat drug trafficking European Union offers assistance to Central Asian countries in combating drug trafficking, which passes through the new routes from Afghanistan to European cities.

**35)** But, there are also other threats besides drug trafficking: terrorism and extremism. EU has great experience in these fields.

**36)** Countries of Europe have vast experience in managing such problems as combating terrorism, extremism and separatism.

**37)** They have developed mechanisms of prevention and liquidation of terrorist acts aftermaths and in my opinion Europeans can make much more in our region.

**38)** Today, Europe had developed its vision of future central Asia as a region with potential of becoming a barrier for drug trafficking, illegal migration and religious extremism.

**39)** At the same time EU activates its policy in Caspian region because of demand for energy in Europe is growing. Now it is obvious that EU in comparison to previous periods makes more efforts in economic and energy sphere leaving wayside issues of democracy, pluralism and human rights.

**40)** Our country is actively participating in multilateral security mechanisms and seeks to implement European experience in Asia which is a significant step forward the creation of multilateral security structures.

3 Border Management Programme in Central Asia // <http://bomca.eu/5>  
3 Border Management Programme in Central Asia // <http://bomca.eu/>



**41)** Central Asia and Europe both has similarities in managing regional security problems especially in terms of overlapping several security structures within a single region.

**42)** Kazakhstan is actively offering its partner the EU new forms of cooperation in economics, foreign policy and security sphere. President of Kazakhstan Nursultan Nazarbayev repeatedly put forward to move towards creation of a joint Euro-Asian security system.

**43)** Cooperation with EU can reach new levels in case of implementing coordinated policy with our neighbors. For example countries of Central Asia can move from separate contacts with leading European states to coordinated group projects with EU countries in political and social and economic spheres.

**44)** Such actions corresponding to efficient EU policy in the region might include: Consultations and recommendations of European Council experts in security sphere; Coordination of actions in Afghanistan with efforts in Central Asia; · Expansion of BOMCA and CADAP programs; · Implementation of BOMCA model in other spheres in Central Asia 4; · Emergency reaction.

**45)** EU and Central Asian countries should pay attention on necessity of implementing new measures and introduction of new mechanisms of control over illegal drug trafficking, combating terrorism and WMD nonproliferation in the region<sup>5</sup>. We think it is necessary to develop cooperation on cyber security.

**46)** Security in Eurasia is in Kazakhstan's interests due to engagement of the Republic in global economic processes, most of all, these interests concern security of energy resources transportation. Basis of energy cooperation is security of energy supplies, expansion of Kazakhstan's energy resources transportation routes.

**47)** Today European Union by influencing development of oil and gas transportation corridor to Europe can act as arbitrator and security guarantor presented both by separate countries or an organization in whole.

**48)** Though, Kazakhstan-EU partnership and cooperation is generally oriented at economic, trade, scientific-technical relations, nevertheless cooperation in military and political sphere becomes necessary component of relationships. Strategic partnership Agreement between Kazakhstan and France can be good example of this.

**49)** Thus, regional and inter-regional cooperation experience of European Union has great importance for Central Asia. Factors blocking cooperation.

**50)** At same time there is a number of factors blocking cooperation with EU: 4 Border Management Programme in Central Asia // <http://bomca.eu/5> See EU strategy in Central Asia for 2007-2013: preliminary results // [www.iacentr.ru/safarihtml/shell/open/command6](http://www.iacentr.ru/safarihtml/shell/open/command6) - Slow decision-making of EU and its structures concerning projects related to Central Asia. This brings to slow reaction of EU to current problems in Central Asia and its “imperceptible presence” in the region<sup>6</sup>. In communique of January 14, 2014 made in Luxembourg at the meeting of auditors court it was mentioned by EU external auditor that EU assistance to Central Asia is well planned but its realization goes slowly, with disputes among EU members<sup>7</sup>.

**51)** - Heterogeneity of actors is both strength and weakness of the EU. They can jointly put forward new initiatives. At the same time different countries are responsible for different spheres. In complicates the game but also gives space for EU maneuvering. - Lags of EU’s, European countries’ policy comparing to activity of other actors in Central Asia. Due to this European “realpolitik” is weaker than much more flexible “realpolitik” of Russia, China and India especially in terms of promoting business.

**52)** We can agree with opinion of many European analysts who think that EU should move away from policy of passive reaction towards preemptive action policy. The measures should be of strategic character without adapting to each situation separately. Considering such ideas, spoken by politicians, analysts of EU and our region we can only hope that forthcoming document with all critical remarks taken into consideration will have great strategic importance for our region.

**53)** Aim of the Kazakhstan’s cooperation with European Union is to reach strategic partnership level leading European countries. It needs following steps: 1) development and deepening of cooperation between Kazakhstan and European countries in all directions, including economic (also, energy), social and political aspects, security issues and humanitarian cooperation; 2) improvement of Kazakhstan’s institutional and legal base with implementation of positive European experience. Kazakhstan should seek for maximum easement of visa regime for its nationals. New factors of EU-Kazakhstan cooperation

**54)** It is also necessary to consider the factors capable to affect EU-Kazakhstan cooperation. One new factors – possible effects of “Arab spring” on geopolitical interests of EU and Kazakhstan. Analysis of Arab spring events in the context of its geopolitical consequences and long term trends shows possibility of unprecedented changes in oil and gas markets in a coming decade. Kazakhstan must take into consideration such perspective.

**55)** Factor of Afghanistan remains topical. What would happen after coalition forces withdrawal? Decision on new NATO mission in Afghanistan has been already 6 See EU strategy in Central Asia for 2007-2013: preliminary results // [www.iacentr.ru/safarihtml/shell/open/command](http://www.iacentr.ru/safarihtml/shell/open/command) 7 Cour des comptes européenne. Communiqué de presse. ECA/14/03. Luxembourg, le 14 janvier 2014 // [www/europe.org](http://www/europe.org) 7 made. It means that new phase of geopolitical struggle over Central Asia has began and it may become the phase of escalation. **56)** Influence of Eastern partnership on EU geopolitical interests in Kazakhstan in another key question. Obviously this geopolitical projects is not aimed at our country. But, nonetheless Kazakhstan has always tried to use this process with maximum profit for itself because of long term character of eastern partnership strategy. EU movement towards CIS borders is positive change for Kazakhstan and corresponds Republic’s pragmatic interests. EU expansion has become an additional factor of stability in the region and Eurasia in general.



[europe.org](http://europe.org)

**57)** What would be results of the crisis in Ukraine? It is still unclear for how long will last international isolation of Russia and how it will influence geopolitical alignment. But, now it is already clear that annexation of Crimea had seriously damaged global security architecture.

**58)** Obviously EU can not claim full-fledged geopolitical presence in the region. It caused by geographic remoteness and contradictions within EU itself. But EU is another alternative actor. And such actor is necessary for geopolitical reasons.

**59)** So, in security sphere EU should start to act as power, in energy policy Europe should act with more confidence and in issues of democracy

it should be more realistic. Besides, EU could coordinate its strategy with other international actors. EU still remains as the most important geopolitical and geoeconomic actor, determining future and security of Central Asia. Conclusion

**60)** Role of central Asia in international political system is growing mostly due to its geostrategic situation, vast oil and gas and another resources potential, significant industry and scientific and technical capabilities and perspectives of transportation infrastructure development. All these factor made the region into a field cooperation and competition of different powers.

**61)** For Kazakhstan cooperation with EU is an important factor of its integration into global economy, one of the key factors of success of democratic reforms and transition to developed market economy, especially now, when EU has become major component of economic and political development of Europe.

**62)** Though, Kazakhstan-EU partnership and cooperation is generally oriented at economic, trade, scientific-technical relations, nevertheless cooperation in military and political sphere becomes necessary component of relationships. Strategic partnership Agreement between Kazakhstan and France can be good example of this.

**63)** Thereby, Kazakhstan adheres principles of promoting international security and trust climate, development of political and economic cooperation, calling for development of efficient and mutually acceptable security systems which ca be seen form Kazakhstan-EU cooperation.

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## PREFACE

The coursebook Sociopolitical lexis (introductory course) is designed for B2 level English students. The purpose of the coursebook is to facilitate students' mastering of their intercultural communicative competence through a multifold approach to language learning. This includes:

- improving reading and listening comprehension of mass media texts,
- providing opportunities for developing speaking and writing skills in typical mass media situations
- building up their topical vocabulary knowledge base

The coursebook consists of four units each dealing with a popular sociopolitical topic:

1. Home and foreign policy
2. International cooperation (visits, negotiations, agreements, treaties).
3. International organizations (congresses, conferences, meetings).
4. Mass Media.

The students will find abundant material for reading, speaking, listening and writing on the above topics. There is also sufficient information as well as tasks to enable students' independent work outside the classroom. The benefit of students' independent work away from the classroom will allow for more creative activities to be conducted in the classroom.

The Additional Material section of the coursebook includes the **wordlist**, transcripts of recordings/videos as well guidelines for conducting roundtable discussions, making presentations and other useful background materials.

When selecting the material and the lexical minimum of the target vocabulary for the collection, the following were used:

1. Central Asia's Affairs. Quarterly Analytical Review. Kaziss, Kazakhstan Institute for Strategic Studies under the President of the Republic of Kazakhstan. 4/2016

2. Foreign Policy Concept for 2014 – 2020 Republic of Kazakhstan// [www.mfa.kz](http://www.mfa.kz)

3. N. Nazarbayev Calls EU to Support Kazakhstan's Entry into WTO. January, 24th 2014// [www.kazinform.kz](http://www.kazinform.kz)
4. A. Bushe. European Union – largest investor in Kazakhstan. October 2nd, 2012// [eeas.europa.eu](http://eeas.europa.eu)
5. Border Management Programme in Central Asia // <http://bomca.eu/>
6. See EU strategy in Central Asia for 2007-2013: preliminary results // [www.iacentr.ru/safarihtml/shell/open/command](http://www.iacentr.ru/safarihtml/shell/open/command)
7. Usama bin Laden, Interview with Pakistani newspaper “Ummat” (Karachi), September 28, 2001.
8. “A Look Inside bin Laden’s Web of Islamic “Warriors” by Warren Richey.”
9. Political Party “Eurasia”, Official Communique About the Hostage-taking at the “Nor-Ost” musical theatre in Moscow. On behalf of the Political Council of the party “Eurasia” the leader of the party A.G. Dugin, October 24, 2002.
10. Vadim Rechkalov “Ibrashka is a little Guy” Izvestiya (no. 226 December 11, 2002).
11. Komersant newspaper (no. 224 December 10, 2002). Vladimir Kara-Murza “The Status of the Extradition of Zakaev from England.”
12. [www.breakingnews.com](http://www.breakingnews.com)

## UNIT 1. KAZAKHSTAN IN THE WORLD ARENA

### THEME 1.1. HOME AND FOREIGN POLICY

#### LEAD-IN

**1. Discuss the following questions in pairs:**

1. What springs to your mind when you hear the expressions “home policy” and “foreign policy”?
2. How would you explain the relationship between home and foreign policy?
3. What are the main issues and goals related to domestic and foreign policy?
4. What do you know about Kazakhstan and the U.S. domestic/foreign policy systems?
5. What does the US State Department do?

**1. Read the quotes below and discuss with your partner what they mean.**

**2. Draw a table on the similarities and differences of home and foreign policy system**

*<https://goo.gl/Q7WAW5>*



**“No foreign policy - no matter how ingenious - has any chance of success if it is born in the minds of a few and carried in the hearts of none”.**

**Henry Kissinger**

**“Domestic policy can only defeat us; foreign policy can kill us”.**

**John F. Kennedy**



**“Bringing democratic control to the conduct of foreign policy requires a struggle merely to force the issue onto the public agenda”.**

**Eric Alterman**

### VOCABULARY ZONE

#### 1. Match the words or terms 1-15 to the right definitions a-o.

Word/Term	Definition
1. Alliance	a. a person sent as the chief representative of his or her own government in another country
2. Allies	b. issues or concerns in one’s own country
3. Ambassador	c. a person employed or skilled in diplomacy
4. Diplomacy	d. the residence or office of a country’s ambassador
5. Diplomat	e. a government’s decisions about relationships with other countries
6. Doctrine	f. nations united with another for some common purpose such as assistance and protection
7. Domestic affairs	g. relationship between nations around the world
8. Domestic policy	h. the head of the State Department; a member of the President’s Cabinet
9. Embassy	i. an agreement or arrangement between two or more countries
10. Foreign affairs	j. a union between nations for assistance and protection
11. Foreign policy	k. issues or concerns about other countries around the world
12. International relations	l. the federal department in the government that makes foreign policies; part of the executive branch of the federal government
13. Secretary of state	m. the work of keeping good relations between the governments of different countries
14. Treaty	n. a government’s decisions about issues within the country
15. State department	o. the principles in a system of belief

**2. Look at the expressions below and based on your background knowledge explain their meaning:**

- 1) economic growth
- 2) foreign partnerships and cooperation
- 3) a slowdown in exports
- 4) a significant progress
- 5) eligible for investment
- 6) energy efficiency

**3. Read each example below and decide if it is a *domestic policy* – addresses issues at home or a *foreign policy* – addresses issues around the world. Label each with a “D” or/and “F”.**

\_\_\_\_\_1. The government wants to make sure students are learning what they should be, so it requires standardized testing in certain grades.

\_\_\_\_\_2. The government operates national parks in different parts of the country.

\_\_\_\_\_3. The government is allied with countries around the world, which means they are partners and look out for each other’s interests.

\_\_\_\_\_4. The government provides help to other countries when natural disasters, like earthquakes, occur.

\_\_\_\_\_5. The countries of the world meet to decide how to handle climate change, and the government plays a role in the talks.

\_\_\_\_\_6. The government is attacked, and the President, in his role as Commander-in-Chief, calls on the state military to defend the government by attacking the other country.

\_\_\_\_\_7. The government decides how much money people must pay in taxes.

\_\_\_\_\_8. The government cleans up land and water areas that are severely polluted.

\_\_\_\_\_9. The government makes an agreement with specific countries that none of them will attack each other.

\_\_\_\_\_10. The government enforces federal laws and sends convicted criminals to jail.

### **FOCUS ON SPEAKING**

**1. A. In groups of three or four study the political cartoon below and discuss the following questions:**

- What do you think is going on in this cartoon?

## UNIT 1. KAZAKHSTAN IN THE WORLD ARENA

- What is the issue on which it is focusing?
- How do you know?
- What is the relationship between domestic and foreign policy in this cartoon?



### B. Share your views with the rest of the group.

<https://goo.gl/4oe4bC>



### 2. Analyze the statements below and comment on them.

According to the Foreign Policy Concept of the Republic of Kazakhstan for 2014-2020, the strategy represents a system of fundamental views on the principles, approaches, aims, priorities and tasks of foreign policy for the Republic of Kazakhstan. For instance,

- Kazakhstan is interested in a politically stable, economically sustainable and safe development of Central Asia

- The Republic of Kazakhstan puts a priority on the development of the humanitarian dimension of foreign policy

- In the process of fulfillment, the task on strengthening regional and global security, Kazakhstan develops amiable and predictable relations with all countries of the world and the alliances they forge

**3. Based on the statements above think about the main priorities and tasks that Kazakhstan is going to achieve and speculate on them by your own understanding. Use the appropriate vocabulary.**

**4. Compare and contrast the US and Kazakhstan home and foreign policy systems. Draw a table.**

### FOCUS ON READING

#### Text 1. Ten Things You Should Know About U.S. Foreign Policy

##### Pre-reading activity

##### 1. K-W-L chart

A. Before reading the text “*Ten Things You Should Know About U.S. Foreign Policy*”, fill in the “K” column to share “What do you know about the topic?”, then fill in the “W” column “What do you want to know about the topic?”. After having read the article check your knowledge by filling the “L” column to know “What did you learn about the topic?”

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

www.english.com

**B. Answer the questions:**

- 1) Look at the headline of the text below. What do you think the text is about?
- 2) Scan the text and try to guess the meanings of all the unknown words.

**While-reading activity**

**1. Write out all the specific words/terms that are related to the main subject and look up their definitions. Give their Kazakh/Russian equivalents.**

*Ten Things You Should Know About U.S. Foreign Policy*

**U.S. DEPARTMENT OF STATE BUREAU OF PUBLIC AFFAIRS**

What does the U.S. Department of State do for the American people with regard to foreign policy? With just over one percent of the entire federal budget, it has a huge impact on how Americans live and how the rest of the world engages with America.

*The State Department's main goals are:*

- 1) *advancing U.S. national security*
- 2) *promoting our economic interests*
- 3) *reaffirming our country's exceptional role in the world*

For example:

**1. We create American jobs.** We directly support 20 million U.S. jobs by promoting new and open markets for U.S. firms, protecting intellectual property, negotiating new U.S. airline routes worldwide, and competing for foreign government and private contracts.

**2. We support American citizens abroad.** In 2014, we provided emergency assistance to U.S. citizens in countries experiencing natural disasters or civil unrest. We assisted in 6,537 international adoptions and worked on more than 1,300 child abduction cases -- resulting in the return of over 374 American children.

**3. We promote democracy and foster stability around the world.** Stable democracies are less likely to pose a threat to their neighbors or to the United States. In South Sudan, Libya and many other countries we worked through various means to foster democracy and peace.

**4. We help to make the world a safer place.** Under the New START (Strategic Arms Reduction) Treaty, we are reducing the number of deployed

nuclear weapons to levels not seen since the 1950s. Our nonproliferation programs have destroyed stockpiles of missiles, munitions and material that can be used to make a nuclear weapon. The State Department has helped more than 40 countries clear millions of square meters of landmines.

**5. We save lives.** Strong bipartisan support for U.S. global health investments has led to worldwide progress against HIV/AIDS, tuberculosis, malaria, smallpox and polio. Better health abroad reduces the risk of instability and enhances our national security.

**6. We help countries feed themselves.** We help other countries plant the right seeds in the right way and get crops to markets to feed more people. Strong agricultural sectors lead to more stable countries.

**7. We help in times of crisis.** From earthquakes in Haiti, Japan and Chile to famine in the Horn of Africa, our dedicated emergency professionals deliver assistance to those who need it most.

**8. We promote the rule of law and protect human dignity.** We help people in other countries find freedom and shape their own destinies. Reflecting U.S. values, we advocate for the release of prisoners of conscience, prevent political activists from suffering abuse, train police officers to combat sex trafficking and equip journalists to hold their governments accountable.

**9. We help Americans see the world.** In 2014, we issued 14.1 million passports and passport cards for Americans to travel abroad. We facilitate the lawful travel of international students, tourists and business people to the U.S., adding greatly to our economy. We keep Americans apprised of dangers or difficulties abroad through our travel warnings.

**10. We are the face of America overseas.** Our diplomats, development experts, and the programs they implement are the source of American leadership around the world. They are the embodiments of our American values abroad. They are a force for good in the world.

<https://goo.gl/UkHGh2>



### Post-reading activity

1. After reading, cite specific examples from the text that explain each of the ten items about the U.S. State Department by listing the item number and summarizing the evidence. Once you have

completed the reading and listed your evidence, write a statement in the “Summary Statement” box that summarizes what you think the U.S. State Department does.

Item #	Summary of Text	Domestic connection
<b>Summary statement</b>		

**2. Find and bring articles on the topic discussed in the text and share opinions with your groupmates.**

**3. Express your attitude towards the facts mentioned in the text.**

**Text 2. Ethnic Harmony and Multi-Vector Foreign Policy Key to Kazakhstan’s Stability, Development**

### **Pre-reading activity**

#### **1. Discuss the questions before reading the whole text:**

- 1) Look at the headline of the article and discuss with your partner what issues the article will deal with.
- 2) What do you know about the development of domestic and foreign policy system of the Republic of Kazakhstan?
- 3) Hypothesize on the main goals and priorities of the strategy “Kazakhstan 2050: the culture of peace, spirituality and harmony.” What do you know about it?
- 4) After looking at the headline, make up some questions you think this article might answer.

### **Ethnic Harmony and Multi-Vector Foreign Policy Key to Kazakhstan’s Stability, Development**

On April 18, the 21<sup>st</sup> session of the Assembly of the People of Kazakhstan chaired by President Nursultan Nazarbayev took place in Astana.

The theme of the session was “Strategy “Kazakhstan 2050: the culture of peace, spirituality and harmony.” The session was attended by members of the Assembly, members of the government and the Kazakh Parliament, heads of political parties, religious groups, representatives of science and academia, media and foreign guests.

The key message of the opening speech by the President was on the stability and unity of Kazakhstan’s society. The harmonious development of a multi-ethnic Kazakhstan is the essential factor in achieving the developmental goals set forth in Strategy 2050.

Indeed, we witness how wise and deft management of a multicultural society that provides equality before the law, freedom of religions and languages, plays a crucial role in social stability that translates into sustainable economic development. President Nazarbayev reiterated during the session that there are no preferences in Kazakh law based on ethnic, religious or national characteristics. All people of Kazakhstan are equal before the law.

In Kazakhstan, representatives of multiple nationalities live together and have equal access to all social services. Kazakhstan’s multi-ethnic society has a long history: during Soviet times, representatives of various nationalities, including Russians, Ukrainians, Germans, Turkish and Koreans, under



different circumstances moved to Kazakhstan. In his speech, President Nazarbayev focused on Kazakhstan's path toward its multinational society: from the past when different nationalities were initially united under the pressures of World War II and later while implementing the grandiose plans of the Soviet economy. At present, Kazakhstan's people not only strengthen inter-ethnic dialogue, but also learn how to benefit from the richness of the country's vast variety of national customs, literature and traditions. In near future, the President called for additional measures to strengthen the Kazakh model of tolerance and harmony. He said the Assembly needs to support the work of ethnic and cultural groups and Kazakhstan's culture as a whole.

Sadly, recent events in Ukraine, which, according to the President, "could not be heard of without pain in the soul," display how inter-ethnic discord may not only be detrimental to development, but bring grief to many Ukrainian families and threaten the country's future. According to the President, inter-ethnic relations, civil equality and language policies cannot be a matter of political games. One cannot ignore these values or use them in a struggle for power. "Everyone must understand that there is a thin line that separates chauvinism and nationalism from outright neo-fascism," President Nazarbayev said.

The unity of Kazakhstan's society is a key factor in the implementation of Strategy 2050, while at the same time the strengthening of peace and unity is the key outcome of the implementation of the developmental plan.

As all countries' domestic and foreign policies are closely intertwined, Kazakhstan's domestic multi-ethnicity goes hand-in-hand with its multi-vector foreign policy. In his speech at the session, the President reiterated that Russia, Central Asian countries and China are neighbors of Kazakhstan; this is why Kazakhstan will always maintain amiable relations with those countries.

The recent meetings at the Nuclear Security Summit in the Hague allowed Kazakhstan to advance bilateral relations and discuss pressing issues on the international agenda, including the situation in and around Ukraine.

As the Foreign Minister of Kazakhstan, Erlan Idrissov, wrote recently, in the Hague "global leaders both appreciated Kazakhstan's balanced position in the current complicated and contentious circumstances and sought advice from the Kazakh leader given his vast experience in international politics and the respect he enjoys from all sides."

According to the foreign minister, “Recent foreign policy developments, including top-level meetings and visits, have once again demonstrated the critical importance of Kazakhstan’s multi-vector foreign policy. Remaining true to the fundamental principles and values of this well-established doctrine is the only viable option for a country such as ours.”

Kazakhstan has maintained peace and harmony in a society that brings together more than 100 ethnic groups and almost 20 religions. It has built up and maintained mutually beneficial relations with all countries, both near and far. And it has managed to reform its economy by and large and ensure the sustainable growth of the living standards for its population.

This has been Kazakhstan’s recipe for success in the first 22 years of its independence. Policy directions coming from the country’s leaders indicate they intend to stay true to such a course. While there are numerous voices in the society openly challenging the wisdom of such policies, and proposing, for example, to draw down the level of cooperation with Russia, the overwhelming majority of the people in Kazakhstan seems to be firmly supportive of this course of actions and policies, though. And it would be only wise for them, and, in fact, for all of Kazakhstan’s foreign partners, to support it firmly, too, as this would benefit all.

<https://goo.gl/AkqjkY>



### **While-reading activity**

**1. Read the article and say whether these sentences are true (T) or false (F):**

- a) The key message of the opening speech by President N. Nazarbayev is on the stability and unity of Kazakhstan’s society. T / F
- b) In Kazakhstan, representatives of multiple nationalities live together but they do not have equal access to all social services. T / F
- c) Foreign nations think Kazakhstan’s people strengthen only inter-ethnic dialogue. T / F

- d) Recent events in Ukraine display how inter-ethnic discord may bring grief to many Ukrainian families and threaten the country's future. T / F
- e) According to the President of Kazakhstan inter-ethnic relations, civil equality and language policies cannot be a problem of political games. T / F
- f) Unfortunately, Kazakhstan's domestic multi-ethnicity goes backward with its multi-vector foreign policy. T / F
- g) Kazakhstan managed to reform its economy as a whole and ensure a steady increase in the standard of living for its population. T / F

**2. Write out all proper names given in the text and explain them.**

**3. Synonym match: Match the following synonyms from the article:**

- |                  |                   |
|------------------|-------------------|
| a) key           | 1) cross-cultural |
| b) harmonious    | 2) harmful        |
| c) sustainable   | 3) accommodating  |
| d) detrimental   | 4) valuable       |
| e) domestic      | 5) crucial        |
| f) amiable       | 6) supported by   |
| g) contentious   | 7) internal       |
| h) fundamental   | 8) controversial  |
| i) beneficial    | 9) balanced       |
| j) multicultural | 10) basic         |

**4. A) Copy out all the specific words/terms that are connected with the main subject and find out their definitions.**

**B) Find out the appropriate Kazakh/Russian equivalents to the expressions from the article that are given below:**

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1. The key message                  | 6. Political games               |
| 2. The harmonious development       | 7. Multi-vector foreign policy   |
| 3. Multi-ethnic country             | 8. Bilateral relations           |
| 4. Sustainable economic development | 9. Top-level meetings and visits |
| 5. Inter-ethnic dialogue            | 10. Fundamental principles       |

**Post-reading activity**

**1. Write a summary of the article expressing your attitude towards the facts mentioned in the article.**

**2. In groups of 3-4 speak on the main issues discussed in the article. Say whether you agree or disagree with them.**

**Text 3. Kazakhstan at a glance**

**Pre-reading activity**

**1. Read the headline of the text and try to guess what the main issues are.**

**2. Discuss the following questions with a partner:**

1) What do you know about the economic development of the Republic of Kazakhstan?

2) Have you ever heard about “*Kazakhstan 100 Steps development program*”? Try to guess the main goals of the program.

3) After speculating on the headline, make up some questions you think this article might answer.

**While-reading activity**

**1. A) Skim the text and define the main idea.**

**B) Highlight the key points related to the topic.**

**C) Write out all the specific words/terms that are connected with the main subject and look up their definitions.**

**2. Find out appropriate definitions to the organizations mentioned in the text and speak on their main activities:**

- 1) East Consulting team
- 2) Foreign Direct Investment (FDI)
- 3) Eurasian Economic Union (EEU)
- 4) World Trade Organization (WTO)
- 5) The World Bank

**Kazakhstan at a Glance**

Last month East Consulting team visited Kazakhstan with a business mission. This central hub of Central Asia countries impressed by its’ significant economic growth and openness for foreign partnerships and

cooperation, so in our blog we decided to present Kazakhstan at a glance as a potential market area for businesses and ground for Foreign Direct Investment (FDI).

Kazakhstan is going through a period of change, as in the beginning of 2015 the country became a member of Russia-led Eurasian Economic Union (EEU). Besides, just recently Kazakhstan completed its assessment session to join the World Trade Organization (WTO). Falling oil prices, a slowdown in exports and Russia's economic difficulties have had a negative impact the economy of Kazakhstan. The country plans to revitalize its economy with Oil Fund of 10 billion dollars over the next three years.

Kazakhstan economy has made significant progress towards creating a market economy and has achieved great results. Their GBT growth was fairly positive last year +4,5 %. Kazakhstan's economic growth in the coming years will depend largely on oil prices behavior; The World Bank predicts a little less than three percent of 2016 growth. Kazakhstan's goal is to speed up the shift from raw materials to production and generation of new high-value adding products and services, all of these offer good export possibilities for Finnish industries.

In 2015, Kazakhstan ranks 77th place in the World Bank's of **Doing Business** survey which measures business regulations and their enforcement in the country. Country's taxation regime favors investment. Those investment projects which fall within the priority sectors may also qualify for tax benefits, such as income and land taxes exemption for a period of 10 years, as well as the real estate tax exemption for a period of 8 years. In addition, projects may be eligible for investment aid.

*Kazakhstan "100 Steps" development program* (previously announced Kazakhstan 2050 Strategy) is designed to modernize and diversify the nation's carbon-reliant economy. The long-term perspective is that renewable and alternative sources of energy will be able to fulfill 50% of all electricity capacity produced in the country by 2050. Besides, Kazakhstan stated that it will utilize just one third of its wastes in order to generate green energy by 2050. So this means that energy efficiency and the environment is very actual topics nowadays.

<https://goo.gl/PDT4Di>



### **Post-reading activity**

**1. After reading the article “*Kazakhstan at a glance*”, make up a one-paragraph summary using the following word combinations:**

- |  |                              |
|--|------------------------------|
| 1) a business mission                      | 8) production and generation |
| 2) economic growth and foreign partnership | 9) export possibilities      |
| 3) a negative impact                       | 10) investment projects      |
| 4) to revitalize its economy               | 11) tax benefits             |
| 5) significant progress                    | 12) development program      |
| 6) oil prices behavior                     | 13) electricity capacity     |
| 7) to speed up                             | 14) energy efficiency        |

### **Text 4. UK - Parliament and Government**

#### **Pre-reading activity**

**1. The United Kingdom is a parliamentary democracy. What does this mean? Look it up if you are not sure.**

#### **UK - Parliament and Government**

The United Kingdom is a parliamentary democracy. The Parliament in London consists of elected representatives from all the countries in the UK. The Scots and Welsh voted for devolution in a referendum in 1997. The system came into effect in 1999 and since then, the Scottish and Welsh Parliaments have had more control over their domestic affairs. The Scottish Government has responsibility for issues such as, health, education, justice, transport and rural affairs, but the Welsh Assembly Government has fewer powers.

##### **The UK System in Brief**

**The Monarch (Queen or King)**

Head of State, Head of the Commonwealth, Appoints the Prime Minister, Head of the Armed Forces. Little real power and acts only on the advice of her ministers.

**The Prime Minister**

Leader of the government party. Appoints ministers (about 100) and forms the Cabinet.

### The Cabinet

The most important ministers in the government (about 20 members).

### The House of Lords

About 753 members (January 2011) - hereditary peers and life peers, 2 archbishops and 24 bishops. Can only revise and delay bills. Reforms have been proposed for restructuring the House of Lords.

### House of Commons

650 Members of Parliament (MPs) (from 2010). Each represents one of the constituencies (district), into which the country is divided. Each belongs to a political party. Elected by the people. The UK Members of Parliament are elected by first-past-the-post system.

#### How Does the System Work?

In short, the Cabinet is like the leaders of the Government and the Government is like the management of the country. The Government proposes policies, which determine the running of the country. It makes the important decisions, for example about foreign policy, education, or health, but these decisions have to be approved by Parliament. If Parliament thinks that a particular Government policy is against the public interest, it can force the Government to change its mind. A proposal might then be altered, or perhaps withdrawn altogether. Therefore, in the end, the power of the Government depends on the support of the House of Commons, which, in turn, depends on the support of the voters.

- Elections must be held at least every 5 years.
- Two main political parties; Conservative and Labour.
- Liberal Democrats are a third smaller party.
- The party with the majority of votes in the election forms the Government.
- The second largest party forms the Opposition.
- Scotland, Wales and Northern Ireland all have national political parties, the Scottish National Party (SNP), Plaid Cymru and Sinn Fein. The SNP and Sinn Fein advocate secession from the UK.

### Scotland, Wales and Northern Ireland

Elections to the Scottish and Welsh Parliaments are conducted by combining the first-past-the-post system and proportional representation. Members of the Parliaments are made up of a representative for each constituency and representatives from each of the regions used in the European Parliament elections. First, the constituency Members are elected

by the first-past-the-post system and then the regional Members are elected by a proportional representation system.

Devolution of powers to the Northern Ireland Assembly also occurred in 1999 and the Assembly has legislative authority for matters which have been transferred from the UK government.

The UK government retains responsibility for all matters of foreign policy.

Scotland is now planning a referendum in 2014 to vote on whether Scotland should become an independent country.

#### Oddities from the British Political System

Many things about the British political system may seem odd and even ridiculous to a Norwegian. In Norwegian politics, the Constitution plays an important role, but the British have no written constitution. Instead, they use convention (and tradition) and make up laws or bills as they go along or when a problem arises.

Some people work as “Whips” in Parliament. One might think that this has to do with scandals among politicians in the UK, but their job is to “whip together the representatives” or simply to count and take note of missing members when it is time to vote on a new bill. They also explain the voting procedure to the parliamentarians. When a new Speaker in the House is elected he is carried to his chair by force, pretending to be kicking and screaming. This is an old tradition from the times when the Speaker of the House had the job of telling the King what decisions it had reached. Historically, six Speakers have been beheaded on the King’s orders. Then there is the Shadow Ministry. This sounds a bit creepy and sinister. It is actually the opposition that organises itself with shadow ministers as monitors of the governing ministers, partly so that they can quickly and easily take over in the event that the sitting government has to leave office.

<https://ndla.no/en>



#### While reading activity

##### **1. Find information about the government in the UK. Find out:**

- the name of the present Prime Minister and which party he represents
- the name of the previous Prime Minister and which party he represented



- which party got most seats in the recent election
- how many seats did they get?
- from 2010 the UK government is a coalition government between the Conservative party and the Liberal Democrats. What does this mean?

**2. Match the following terms associated with the UK government with the appropriate information:**

represents one constituency =  
elected by the people =  
appoints ministers =  
monitors of the governing ministers =  
made up of the most important ministers =  
appoints the Prime Minister =  
national political party in Scotland =  
can only revise and delay bills =  
formed by the second largest party =  
formed by the party which gets most votes in an election =

**Post-reading activity**

**1. Write questions for the following answers:**

1. It is in London.
2. The Scots and Welsh voted for devolution.
3. Health, education, justice, transport and rural affairs.
4. The leader of the political party which forms the government.
5. There are about 20.
6. He is elected by the people.
7. Make the Government change its mind.
8. At least every 5 years.
9. Conservative Party and the Labor Party.
10. It is formed by the second largest party.
11. He counts the members who are present to vote on a new bill.
12. So, that it can quickly take over from the Government, if necessary.

## **FOCUS ON LISTENING**

### **Pre-listening activity**

**1. You are going to listen to the recording “U.S. Foreign Policy”.  
Make a table of your assumptions according to the title.**

### **While-listening activity**

**1. Listen to the first 2 minutes of the following recording, then discuss the main points:**

*<https://goo.gl/gv4hMP>*



**2. While listening to the recording, draw a mind map on the US Foreign Policy.**

### **Post-listening activity**

**1. On the basis of your mind map answer the questions below.  
Discuss them with your partner:**

- 1) What is the difference between domestic and foreign policy of the US?
- 2) Who deals with domestic issues?
- 3) What is the role of the President in the foreign policy system?
- 4) What are the main goals of the US Foreign Policy?
- 5) What are the main members of the President Cabinet?
- 6) What is the main purpose of the US Agency for International Development?
- 7) How can foreign affairs affect domestic policy of the US?

## **FOCUS ON WRITING**

**Choose one of the following topics and write a comparison/contrast essay:**

- Governmental system of Kazakhstan and target language country
- Kazakhstan foreign policy and Global Activism

**To complete this assignment, follow the given outline:**

***Introduction***

- a. Introduction to the broad topic
- b. Specific topic
- c. Thesis statement

***Body paragraphs***

- a. The first similarity between subjects (with details, examples from the articles to support your points)
- b. The second similarity between subjects
- c. The first difference between subjects
- d. The second difference between subjects

***Conclusion***

- a. Summary of main points
- b. Significance—what is the point you are making?

**FOCUS ON SPEAKING**

**1. Round table: Domestic and foreign policy systems of the Republic of Kazakhstan and the USA**

**Your assignment is to prepare full information about the home and foreign policy systems of two countries. The information should include:**

- 1) The Cabinet System
- 2) Internal situation in terms of policy system
- 3) International relations
- 4) Similarities and differences

Nominate a moderator who will monitor the progress of the round table discussion and prepare significant questions for it. Discuss and debate in conditions of equality on the current atmosphere of the countries.

**A roundtable is a facilitated discussion that gives each participant the maximum amount of group input on a given subject of common interest in a short amount of time.**

***To conduct a successful round table, follow the given outline (for full information see Additional Material p.114)***

- a strong moderator
- a comprehensive agenda
- a clear focus

## **2. In Pairs take a Virtual Tour:**

At Online tours - UK Parliament, both students, first individually, take a virtual tour of the House of Commons. Each make 10 questions about what you see. Give them to your partner, who should try to find the answers, and then discuss what you have seen and learned. Give your opinion on the layout of the Chamber, the furnishings and parliamentary traditions.

### **KEY VOCABULARY OF THEME 1.1**

alliance	detrimental
allies	amiable
ambassador	contentious
diplomacy	internal
diplomat	fundamental
doctrine	controversial
domestic affairs	beneficial
domestic policy	balanced
embassy	multicultural
foreign affairs	growth
foreign policy	partnership
international relations	cooperation
secretary of state	export
treaty	eligible
state department	investment
instability	efficiency
stability	trade
unity	potential
harmonious	market
sustainable	environment

## STUDENTS' INDEPENDENT WORK

### Theme 1.1. Home and Foreign Policy

#### The President of Kazakhstan

#### Grammar practice

**1. Practice the use of a complex subject. Make up the sentences using the words in brackets:**

1. Somebody has told me that Ann is at home. (said)

Ann \_\_\_\_\_ at home.

2. Humans think that life on our planet was brought by aliens. (thought)

The life on our planet \_\_\_\_\_ by aliens.

3. Many people believe that Shakespeare wrote more poems that we know of. (believed)

Shakespeare \_\_\_\_\_ more poems than we know of.

4. Some students believe that somebody had helped Alison during the test (believed)

Alison \_\_\_\_\_ during the test.

5. People suppose that disasters are an inevitable part of our lives. (supposed)

Disasters \_\_\_\_\_ an inevitable part of our lives.

6. Some people suppose that this abandoned house was a museum in the past. (supposed)

This abandoned house \_\_\_\_\_ a museum in the past.

7. They thought that Andrew committed that crime. (thought)

Andrew \_\_\_\_\_ that crime.

**2. Make up sentences using the following words and word combinations:**

risks / president / world economy / victory / terrorism / plans / policies / confrontation  
/ dangerous / economic slowdown / foreign policy / rhetoric / trade war

### **Vocabulary build-up**

#### **1. Learn the following words:**

annual message – ежегодное послание

appoint – назначать

duty – долг

oath – клятва, присяга

promulgate – продвигать

dismiss – отпускать, увольнять

abolish – отменять, упразднить

member – член (парламента например)

prosecutor – обвинитель, прокурор

value – ценность

solve – решать

#### **2. Read about the functions of the President of Kazakhstan and draw a table comparing and contrasting the functions of the Presidents of Kazakhstan and the USA.**

##### **The President of the Republic of Kazakhstan:**

1) addresses with the annual message to people of Kazakhstan about position in the country and the basic directions internal and foreign policy of Republic;

2) appoints the next and extraordinary parliamentary elections of Republic;

3) convokes the first session of Parliament and takes the oath its deputies to people of Kazakhstan;

4) convokes extraordinary joint sessions of Chambers of Parliament;

5) signs presented by the Senate of Parliament the law within fifteen working days, will promulgate the law or returns the law or its separate clauses for repeated discussion and voting;

6) with the consent of Parliament appoints to the post of the Prime minister of Republic; dismiss it;

7) on representation of the Prime minister defines structure of the Government of Republic, appoints to the post and dismiss its members, and also forms, abolishes and will reorganize the central agencies of Republic which are not a part of the Government;

8) takes the oath members of the Government, presides over sessions of the Government on especially important questions; charges to the Government entering of the bill into Mazhilis of Parliament;

9) cancels or stops in full or in part action of certificates of the Government areas, cities of republican value and capital of Republic;

10) with the consent of Parliament appoints to the post of chairman of national bank of Republic Kazakhstan; dismiss it; with the consent of the Senate of Parliament appoints to the post of the general public prosecutor and chairman of committee of national safety of Republic; dismiss them;

11) approves the state programs of Republic;

12) on representation of the Prime minister of Republic approves uniform system of financing and a payment of workers for all bodies containing due to the state budget of Republic;

13) makes a decision on carrying out of a republican referendum;

**3. Based on the information given above fill in the cluster below about the president's duties using only one word or word combination:**



**6. Synonym Match. Match the words 1-10 on the left to their synonyms a-j:**

1. stated

2 facing

3. tensions

4. insecurity

5. constant

6. rated

7. confrontation

8. rhetoric

9. escalate

10. temporary

a. vulnerability

b. friction

c. mushroom

d. judged

e. asserted

f. hyperbole

g. continual

h. short-term

i. confronting

j. clash

### **Writing**

**Write an essay (150-200 words) on the topic “The Presidency and the Role of the President in the Government” covering the following issues:**

1. What do you think of the formal qualifications for the presidency?
  - Should there be an age requirement?
  - Given the growing complexity of the office, should the age requirement be higher?
    - Why can't a naturalized citizen run?
    - Why do you suppose the framers insisted on this?
    - Why not let the voters decide? Wouldn't that be a democratic thing to do?
2. Considering the range of responsibilities, is the job of the president too big for one person?
3. Some proposed (and a few continue to propose) a dual executive—would this work?
  - How would you carve up the responsibilities?
  - Would each one have any input or check on the other's turf?
4. The president can only be impeached for committing crimes. Should Congress have more flexibility in deciding when to impeach a president?
  - How about impeachment for incompetence?
  - The most menial employee can be fired for incompetence—why not the president?
    - How about when the president's approval rating falls below a certain point?
      - Under a parliamentary form of government like Great Britain's, the executive (the prime minister) can be removed when Parliament decides that it no longer has “confidence” in the executive. Is this a system the U.S. should adopt? Why or why not?
5. How would modifying America's impeachment process change the balance of power within the federal government?

### **Reading activity**

#### **Pre-reading activity**

**1. Before reading the text using your background knowledge find out the steps of voting process of Kazakhstan.**



### **Voting**

Once registered and just before an election, a poll card is sent out to everyone named on the Electoral Register. The card contains information details of the local polling, date and times of voting.

**In the UK, there are three different ways to vote.**

In person at a polling station.

By post.

By proxy - (someone appointed to vote on your behalf).

On arrival at the polling station each person is handed a ballot paper (voting paper).

The ballot paper lists the name of each candidate along with their party name, party logo and their address.

In a straightforward vote, simply put an X (a cross) next to the one candidate that you wish to vote for - the Member of Parliament (MP) to sit in the UK Parliament in Westminster and represent your constituency.

When Polling Stations close, the votes are counted. The candidate with the most votes is elected. This is known as 'First Past the Post' system. If there is a tie, then a candidate is selected by the drawing of lots.

Occasionally, you may also be asked to vote in other elections. In this case the candidates are ranked in preference of order. For example, Scottish Government & Local Council Elections.

### **While reading activity**

**1. Fill in the table comparing the voting systems of the UK and the Republic of Kazakhstan:**

<b>Voting systems of the UK and the Republic of Kazakhstan</b>	
<b>The UK</b>	<b>Kazakhstan</b>

**2. What do you know about voting? Imagine that you are going to vote, then make your own case according to the scheme below:**



**Post-reading activity**

**1. Rewrite the paragraphs below, put in capital letters, commas, apostrophes and full stops where they belong:**

political parties in the commons the united kingdom has many political parties the main three being labour, conservative and liberal democrat these three work in both the house of commons and house of lords in addition to the main three parties the commons has a range of members from other political groups also elected by the public nationalist organisations like plaid cymru (wales) and the scottish national party northern irelands various political parties and minority parties like the green party

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**THEME 1.2. INTERNATIONAL COOPERATION (VISITS, NEGOTIATIONS, AGREEMENTS, TREATIES)**

**LEAD-IN**

**1. A) Fill in the chart by writing any associations that the combination “international cooperation” brings to mind:**



**B) Now get into groups of four students and share your words.**

**C) In your small group, choose seven words you like and write them on a piece of paper. Stick your paper on the wall, walk around the class and read the words of other groups.**

**D) As a whole class, choose the best definition of the word “International cooperation:**

International cooperation \_\_\_\_\_  
\_\_\_\_\_

**2. Do you agree or disagree with the following quotes? Express your point of view.**

My people and I have come to an agreement which satisfied us both. They are to say what they please, and I am to do what I please. (Frederick the Great)
Unless both sides win, no agreement can be permanent. (Jimmy Carter)
Some single mind must be master, else there will be no agreement in anything. (Abraham Lincoln)
There is nothing more likely to start disagreement among people or countries than an agreement. (E. B. White)

**3. Discuss with your partner current news or issues about international cooperation in terms of education, culture, politics, etc.**

**FOCUS ON VOCABULARY**

**1. Read, practice and learn the following words and phrases, if necessary consult with dictionary:**

a working visit	an open exchange of views
a return visit, reply visit	a confident exchange of views
a visit of friendship	to provide for exchanges
to be on an official visit	to celebrate the anniversary
distinguished guest	the annual international book fair
at the invitation of	on the arrival
to accept an invitation	to give a warm, cordial welcome to a delegation
to reject an invitation	
to convey an invitation	to tour the country
head of the delegation	to express warm gratitude (to)
to head a delegation	to get acquainted with sb
to play host	benefit, profit
a host country	mutually beneficial contacts
an exchange of visits at highest level	in honor of
mutual exchanges	on behalf of

**2. Fill in the gaps with the words and phrases given above:**

- a) \_\_\_\_\_ in scientific and cultural fields promote understanding and cooperation.
- b) This year Kazakhstan will \_\_\_\_\_ more hat 10 exhibitions.
- c) In 2017 Almaty \_\_\_\_\_ to the Winter Universiade.
- d) \_\_\_\_\_ in London the Foreign Minister made a brief statement.
- e) The Indian Prime Minister \_\_\_\_\_ to our government for the assistance and support.
- f) A dinner was given \_\_\_\_\_ the distinguished guests.
- g) In conclusion, they called on all parties to enter into a \_\_\_\_\_ and an open exchange of views.
- h) If a \_\_\_\_\_ is not available for the official luncheon, no substitute or replacement will be accepted.
- i) I ask you to \_\_\_\_\_ my husband's invitation.
- j) I also express a \_\_\_\_\_ to the Ambassadors of Kenya and Romania.
- k) Such institutions significantly contribute to establishing \_\_\_\_\_ while saving republic budget money.
- l) The two governments will certainly \_\_\_\_\_ with new programs designed to enhance bilateral understanding and friendship.

**3. Insert the missing preposition wherever appropriate:**

1. to be ... a friendly visit ... Hungary; 2. to arrive ...Budapest; 3. to give a warm welcome ... a delegation; 4. to tour ... the country; 5. to stay ... a number ... cities; 6. to get acquainted ... some places; 7. to make the acquaintance ... somebody; 8. to leave Budapest ... home; 9. to provide ... numerous exchanges.

**4. Express the following ideas in one word.**

- A gathering of people for buying and selling goods.
- A group of people meeting one another because of common interests.
- A person who stays at a place for a short time.
- A person who receives and entertains guests.
- A country in which individuals or organizations from other countries or states are visiting due to government invitation or meeting.
- Something that is advantageous or good; an advantage.

**5. Speak on the contacts of Kazakhstan with foreign countries:**

1. Kazakhstan promotes exchanges in the field of ... with foreign countries. (economics, technology, culture, science)

2. The heads of countries exchange .... (a visit of friendship, an open exchange of views)

3. A number of intergovernmental agreements provide for exchanges of ... (delegation of scientists, specialists in different fields of agriculture)

4. ... help in strengthening friendship and understanding among nations. (working visits, to receive a delegation, to accompany a delegation, the Annual International Book Fair)

**6. Find equivalents of the following words and word combinations in Kazakh/Russian. Practice and learn them.**

- |  |   |
|--|---|
| a) Negotiations                                  | l) Bilateral talks                                  |
| b) Talk, official talks                          | m) Multilateral talks                               |
| c) Unofficial talks                              | n) To initiate talks                                |
| d) In the course of negotiations                 | o) To interrupt negotiations, to break negotiations |
| e) The subject of the negotiations               | p) To resume talks, to renew talks                  |
| f) Arms limitation talks                         | q) To complete talks                                |
| g) Arms control talks                            | r) A partner in negotiations                        |
| h) Top-level talks, summit talks                 | s) Negotiation ended in failure                     |
| i) To hold negotiations, to conduct negotiations | t) The talks were a success                         |
| j) Round table talks, a round table              | u) Participate, to take part (in)                   |
| k) Confidential talks                            |   |

**7. In each group of words (A, D, C) find an adjective and make some sentences with them:**

A	B	C
negotiate	intergovernmental	express
multilateral	interrupt	level
spirit	readiness	regular
consultative	suggest	unanimity

## **FOCUS ON READING**

### **Text 1. International visits**

#### **Pre-reading activity**

**Look at the title of the text and try to predict what it will be about.**

### **International visits**

The Indian proverb says “To visit one another means to become friends”. Every year delegations from different states visit our country at the invitation of our Government. These visits and the return visits of our representatives to other countries, talks held with the members of different delegations, as well as meetings, congresses, rallies and gatherings with ordinary people help in the further strengthening of the friendship among the peoples. The mutual exchanges of parliamentary and other delegations make it possible to get a better knowledge of the life and interests of the peoples, a better understanding of the points of views of different parties on the solution of major international problems: peace, cooperation, security, environment, etc.

The talks held during the visits to friendly countries are often cordial and amicable. Guests are always given a warm reception.

Visits facilitate better understanding not only between governments but the peoples of these governments. They focus mass media attention on these countries: their policies, culture, history and thus may promote tourism.

Historical experience shows that doing things together is essential in getting harmony in relations with other parties and achieving goals effectively. The trend toward broader economic, scientific and technical cooperation between countries is gradually making headway as the material basis for establishing peace all over the world. Different governments and business circles are showing a growing interest in expanding economic ties. Business circles advocate for elimination of any obstacles and limitations which hamper the deepening of this cooperation. So close cooperation opens the perspective of the lasting peace, international security, better living standards for the whole population, solving such universal problems as those of food, the environmental or raw materials.

The relations between countries are based on the principles of mutual advantage. This is seen from the number of treaties, agreements, contracts concluded between many countries. So people throughout the world concentrate their efforts to develop mutually-beneficial long-term cooperation in political, economic, scientific, cultural and military fields with many countries.

Cooperation in the sphere of culture became a generally recognized element of interstate relations alongside economic, scientific and technical cooperation between countries.

Based on cultural agreements covering an ever wider field and going beyond areas, cultural cooperation now embraces radio, television, internet and the cinema, museums and archives, exhibits and theatrical companies.

*(Retrieved from: V.A. Korolkova, A.P. Lebedeva, L.M. Sizova. Learn to read papers. Москва, Высшая школа, 1989. – с.60)*

### **While-reading activity**

- 1. Read the text and check your predictions.**
- 2. Copy out unfamiliar words and expressions and try to guess their meaning.**
- 3. Find the following phrases in the text and explain their meaning in your own words:**

return visits	gradually making headway
mutual exchanges	expanding economic ties
rallies and gatherings	advocate for elimination
mutual exchanges	principles of mutual advantage
cordial and amicable	interstate relations
promote tourism	ever wider field

### **Text 2. Negotiations**

#### **Pre-reading activity**

**1. Suppose you have read in the newspapers about coming talks between Kazakhstan and China, Kazakhstan and Japan, Kazakhstan and Great Britain, Kazakhstan and the USA. What may be the problems to be discussed? Prepare an outline of the key points.**



### **While-reading activity**

**1. Read the text on negotiations and point out the facts that turn out to be new to you. State the main problems discussed in the text.**

#### **Negotiations**

(Staff and Wire Reports) – The presidents of Ukraine, Russia, Belarus and Kazakhstan gathered in the Crimean resort city of Yalta May 23-24 for a meeting to discuss development of the regulatory framework for the Common Economic Space (CES), a trade and economic union.

Apart from reiterating pledges to pursue closer economic ties, little concrete was accomplished during the meeting, where leaders agreed to draft accords and some normative acts before meeting again on September 15.

“There are a lot of problems with regard to the process of the creation of the CES”, conceded President Leonid at the close of the summit, noting that leaders disagreed over whether to simultaneously create all CES structures or to proceed gradually.

“[The CES] needs to breathe and operate”, Kuchma added. “Each country should lose something in order to find something else at the end of the road”.

What, specifically, will be lost or gained remains an open question.

Created in September 2003, the CES commits the signatories to establishing a free-trade zone and a customs alliance as well as ensuring free movement of commodities, labor, services and capital. It also calls for a high level of political coordination on economic and financial policies.

#### **First things first**

Kazakh President Nursultan Nazarbaev said that the bloc’s first task should be establishing a customs union.

“Otherwise, I don’t understand what we are going to do next”, he said. „And next we need a transport union, too,” he added.

Belarusian President Alexander Lukashenko was even less precise.

“We are international people and advocate the processes of integration”, he said upon arriving in Yalta.

Russian President Vladimir Putin, meanwhile, said the first package of documents to make the CES a reality could be signed in 2005 or early 2006.

“We have gathered together in order to work out, through discussion, rules of economic behavior that are favorable to each of the four countries”, he said.

The package, Putin added, should include agreements for harmonizing foreign trade, and the introduction of common customs tariffs. He did not elaborate.

Trade between Ukraine and Russia in 2003 totaled nearly \$13 billion. Ukraine exported \$4.3 billion of goods to Russia, 35 percent more than in 2002. Imports from Russia totaled \$8.6 billion, a 37 percent increase over the previous year, according to Ukraine’s State Statistics Committee.

The creation of a trade alliance between Ukraine, Russia, Belarus and Kazakhstan could, in theory, bring economic benefits to Ukraine. The bloc’s critics, however, have anticipated that CES accords will only complicate Ukraine’s stated desire to join the World Trade Organization and improve economic ties with the European Union.

<https://goo.gl/Q7WAW5>



### **Post-reading activity**

#### **1. Get ready to be interviewed on negotiations. Answer the questions in pairs:**

1. What negotiations were recently held in our country?
2. What problems were discussed in the course of negotiations?
3. What documents were signed as a result of these negotiations?
4. What do negotiations contribute to?
5. What are the latest developments in the talks on disarmament?

#### **2. News review. Look through the latest newspapers or surf the web to find articles on recently held negotiations. Give a brief review/presentation of the information on the subject. Follow the guidelines below:**

- Purpose: To identify credible sources of information; to read for main ideas; to select relevant support; to speak fluently on a prepared topic

- Length: 3 minutes
- Steps:
  1. Read the article
  2. Identify the purpose and main ideas
  3. Identify important supporting details
  4. Rehearse your presentation
  5. Present your news review

### **Text 3. International Cooperation**

#### **Pre-reading activity**

##### **1. What should the international community do about energy?**

**Review alternatives, and assess the viability for increased use of that energy in developed and developing countries.**

- risks
- oil
- coal
- gas
- renewables

#### **While-reading activity**

**1. Look through the article. State what information in the article strengthens your former views and what information contradicts your former views. Divide the article into logical parts and find or write a topical sentence for each part.**

#### **Achievements of international cooperation**

The achievements of international cooperation are in my view remarkable, considering the variety in approach and procedures, legal traditions and the different level of economic and institutional development of agencies world-wide. I will give you some concrete examples of what can be achieved through cooperation in concrete terms, from an EU perspective. Content wise at the EU we tend to distinguish two main pillars of cooperation: first, case cooperation and second, policy dialogue. A common practical example of case co-operation is our bilateral cooperation with partner jurisdictions on cartel cases (including the planning and

coordination of dawn-raids, for example the international cooperation in the vitamins and graphite electrodes cartels). We also cooperate on abuse cases (see example of our recent cooperation with the KFTC in the Microsoft case) and on mergers: Take as an example the 2002 EU-US Best practices on cooperation in reviewing mergers, which put in place a structured basis for co-operation in reviews of individual merger cases. A common example of policy dialogue is the exchange of views on policy initiatives and experiences. For example, we are currently conducting a review of our policy on abuse of dominance and we have produced a discussion paper with this purpose and we are holding discussions with our main partners on this topic. Our policy dialogue within OECD and ICN has matured over the past years. We have reached widespread agreement amongst agencies on the benefits of having competition rules and the basic principles, including due process. We are now moving towards a more advanced stage in our international relations. This involves discussions on more controversial policy issues such as the current debate on substantial merger assessment and abuse of dominance or the debate on second generation agreements.

### **Challenges of international cooperation**

The challenges which arise in international cooperation are typically linked to the specific relationship between the agencies or jurisdictions involved and their respective development and experience as well as their individual requirements. It is therefore difficult to generalise although some difficulties are more frequent than others. I will give you a few examples of my own experience, - First, we sometimes encounter difficulties in the coordination of investigations (e.g. if investigations are at different stages in the authorities involved or if difficulties arise due to the different time zones). - We also face difficulties in dealing with different legal systems (civil versus criminal system), enforcement cultures (e.g. focus on public or private enforcement) and different priorities (e.g. strict merger rules as opposed to ex post abuse control). - Other common hurdles include language problems, shortcomings in the internal organisation of competition authorities (e.g. lack of competences to fully cooperate) or a lack of transparency. Some of these difficulties cannot be completely removed or avoided. But agencies can try to minimise their adverse impact. In general, cooperation will be easier if there is broad consensus between authorities and in areas where they share common interests. By contrast, cooperation will be rather tricky and burdensome in controversial areas, in particular if the underlying rationale and objectives of competition laws differ considerably (e.g. total versus consumer welfare standard; per se

rules of abusive conduct versus pure economic effects approach). One of the most challenging areas of cooperation concerns the exchange of sensitive information and data between competition agencies. A recent ICN Report on “Cooperation between Competition agencies in Cartel Cases” (published in May 2006) highlights these shortcomings referring to the inability of jurisdictions to provide the information requested by the other agency. The reasons for these problems can be found in the limitations on the sharing of confidential information under the respective domestic laws. Once we have overcome these difficulties significant advantages are likely to arise from such advanced cooperation.

In conclusion it is fair to say that international cooperation has achieved a lot, especially over the past few years. It is very reassuring that an increasing number of jurisdictions recognize the fundamental importance of sound competition regimes. The importance of efficient cooperation will further increase with globalization, and so will the role of competition enforcers. The ball is in our court.

<https://goo.gl/fui5aH>



**2. Find some facts in the article above to justify its title. Draw a conclusion on the subject of the article and ask 10 key questions.**

### **Post-reading activity**

**1. Discuss the following questions in pairs or in small groups:**

1. What is the role of international cooperation in development?
2. Does reputation matter in international cooperation in general and in international politics in particular?
3. Does the balance of power still matter in international cooperation?
4. How would you define the interdependence between domestic and global action and goals?

## FOCUS ON LISTENING

### Pre-listening activity

**1. Before listening to the recording “China outlines Silk Road plan for global trade” read the headline and predict if a-h below are true (T) or false (F):**

- |  |       |
|--|-------|
| a. China has pledged \$124 million to bolster global growth.           | T / F |
| b. China's president spoke to the leaders of 29 countries.             | T / F |
| c. Europe will not be included in the Silk Road plan.                  | T / F |
| d. China's president said China would develop new engines.             | T / F |
| e. President Xi said increased global trade would help bring peace.    | T / F |
| f. Pakistan's president didn't have good things to say about the plan. | T / F |
| g. Pakistan's president said there could be a geo-economic revolution. | T / F |
| h. Britain said it was a natural partner of the Silk Road plan.        | T / F |

### While-listening activity

**1. Listen to the recording and check if your answers to exercise 1 above are true.**

**2. Listen again and match the following words 1-10 to their synonyms a-j:**

- |                  |                        |
|------------------|------------------------|
| 1. outlined      | a. enable              |
| 2. pledged       | b. common              |
| 3. initiative    | c. develop             |
| 4. expand        | d. out of the ordinary |
| 5. facilitate    | e. sketched out        |
| 6. cooperation   | f. enemies             |
| 7. foes          | g. plan                |
| 8. mutual        | h. radical change      |
| 9. unprecedented | i. promised            |
| 10. revolution   | j. joint action        |

### Post-listening activity

**1. Find appropriate endings to the following phrases (sometimes more than one choice is possible):**

- |                                      |            |
|--------------------------------------|------------|
| 1. President Xi Jinping has outlined | a.enable   |
| 2. His government has pledged a      | b.common   |
| 3. at a summit                       | c. develop |

- |                                     |                        |
|-------------------------------------|------------------------|
| 4. facilitate the free flow         | d. out of the ordinary |
| 5. Trade is the important engine of | e. sketched out        |
| 6. make the world more              | f. enemies             |
| 7. mutual                           | g. plan                |
| 8. vision and                       | h. radical change      |
| 9. unprecedented in                 | i. promised            |
| 10. We stand at the cusp            | j. joint action        |

**2. Discuss the following comprehension questions with your partner:**

1. What does China's President Xi Jinping want to regenerate?
2. How much money has China promised in its initiative?
3. How many world leaders attended a summit?
4. What did President Xi say infrastructure would help the free flow of?
5. What did President Xi say was an engine of economic development?
6. What did President Xi say increased global trade would result in?
7. What kind of world economy did President Xi talk about?
8. Who was impressed with President Xi's "vision and ingenuity"?
9. What did Pakistan's prime minister say the world was on the cusp of?
10. Which country said it was a "natural partner" of the project

<https://goo.gl/aKMVY9>



## FOCUS ON WRITING

### SUMMARY WRITING

**To write a summary of articles and other written texts follow the steps below**

**Purpose:** To identify main ideas; to present the main ideas in a clear, organized written fashion

**Length:** one paragraph (around 10 sentences, depending on the length and number of main ideas in the original)

**Procedure:**

- Read the text
- Identify the main ideas in the text

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- Think about how the main ideas are related to each other and why the author included them
- Paraphrase any parts of the original that you want to use in your summary
  - Put the main ideas into a logical paragraph using one-paragraph summary structure
  - Read through your summary to check that the main ideas are clear and connected
  - Read through again to check your language use (vocabulary, grammar, etc.)

*(For more information on summary writing turn to p.119-121 of this coursebook)*

**Practice**

**1. You are going to write a summary of an article. Study the following expressions typically used in summary writing**

<i>To reference the source:</i>		
This leading article This editorial	is taken from	the newspaper... the journal... the magazine...
This political article This economic article	is headlined  is entitled	...  ...
<i>To present the title of the article:</i>		
The headline of the article The title of the article The article under the headline		is ...
“Times” in its issue of October, 2004 is about ... The article deals with the problem ...		
<i>To introduce the main idea of the article:</i>		
The key problem of the article The chief talking point of the article		is ...
We shall now be concerned with the problem of		...
<i>To summarise the main points of the article:</i>		
The article		



UNIT 1. KAZAKHSTAN IN THE WORLD ARENA

	reports on / that ... is devoted to ... informs the readers of ... touches upon ... describes ... discusses ... expresses ... depicts ... approves ... gives wide coverage of ... highlights ... points out ... stresses that ... reveals ...	
	reviews ... considers ... comes out in support ... goes on to say ... strongly criticizes ... strongly condemns denounces ...	
<b><i>To conclude the summary:</i></b>		
In the end Finally, In the final part As a conclusion Summing up his/her words	the author the writer the journalist the reporter	emphasizes concludes summarizes sums finds the solution

**2. Find some articles describing visits of statesmen (political figures, delegation, etc.) to this or that country. Then write a one paragraph summary using the phrases from the above table in accordance with one-paragraph summary writing tips (See Additional Material section of this Coursebook, pp 119-121).**

**FOCUS ON SPEAKING**

**1. Work in pairs and express the following ideas in one word:**

- To discuss questions in order to come to an agreement (in business or politics)

- To make a beginning
- To bring to an end
- One of a series of action
- A meeting of one or more persons to talk about a problem

**2. Study the expressions below and using available reference sources give their synonyms:**

<b>return visit</b>	<b>domestic events</b>
<b>international affairs</b>	<b>informal visit</b>
<b>agreement</b>	<b>world news</b>
<b>latest developments</b>	<b>present-day events</b>
<b>unofficial visit</b>	<b>reply visit</b>
<b>home news</b>	<b>visit of friendship</b>
<b>top-level negotiations</b>	<b>treaty</b>
<b>friendly visit</b>	<b>summit talks</b>
<b>forthcoming visit</b>	<b>assistance</b>
<b>mutual aid</b>	<b>safely</b>
<b>security</b>	<b>coming visit</b>

**3. In groups of three or four discuss one of the following important social and/or political home events for the current and upcoming period. Use the expressions from Exercise 1:**

- Plenary Meeting, Congresses, Sessions, Meetings, Symposia. (Time. Agenda. Reports heard. Problems discussed. Decisions (laws) adopted)

- Elections of People’s Deputies.
- News in the life of the citizens.
- News in Industry and Agriculture.
- News of Science and Engineering.
- News in Cultural Life.
- Sports events.

**4. Work in pairs to make up stories on the given situations and act them out:**

1) to head the delegation, to take place, two-day official visit, in the course of the meeting, to emphasize, to place great hopes, to sign a plan

of action for extended cooperation between the two countries, during official visit, to welcome positive changes, to support the level of security in Europe, to submit the proposal, to discuss a wide range of issues, to achieve mutual understanding.

2) to be held, to welcome participants of business forum, to participate, to discuss plans for cooperation, to deal with, to initiate the meeting of government representatives of two countries, to concentrate on issues of trans-border cooperation and development of economic relations between the border regions, to find a solution to this problem, to protect the interests of domestic business on foreign markets, to resolve the issue at the inter-governmental level, to establish new business contacts, to promote better understanding.

3) to arrive on an official visit, to establish diplomatic relations, to have a common border / frontier with, to interfere in the internal affairs of a country, to preserve the inviolability of frontiers, to maintain economic relations, to conclude a treaty, to violate an agreement, to sign a contract, to ratify a treaty, to observe a treaty, to annual a contract, to come to an agreement.

4) to convene a conference, to settle a conflict by negotiations, to take measures against, to preserve peace, to ensure security, to strengthen international security, to improve relations, to promote cooperation, to confront a problem, to promote economic growth and employment.

5) to deal with achievements of science and engineering, to touch upon some important issues of our time, to solve some disputable questions, to concentrate on some key questions of our time, to give wide coverage of some vital problems of our time, to be an event of great importance, to comment on the international situation, to make a contribution to the cause of peace, to promote security in Europe, to adhere the policy of non-interference in the internal affairs.

6) to conduct a meeting, to attend a conference, to convene a congress, to participate (in), to welcome the envoys to the forum, to adopt the agenda, to face a question, to put forward a proposal, to come to a conclusion, to adopt a resolution, to vote for a resolution, re resume negotiations, to reach an agreement, to sign an agreement, to submit for consideration, to enter into force, to reject a proposal.

7) to pursue a policy of neutrality, to conclude an agreement on non-proliferation of nuclear weapon, to approve a decision, to be fraught with danger, to carry out internal policy, to come out in protest against terrorism.

8) to start immediate negotiations, to hold the first round of talks, to convene a conference, to settle disputes through negotiations, to make headway, to promote world peace, to reach an agreement, to put forward a program, to solve European problems, to aim at a closer cooperation between two countries, to seek for agreement, to create favorable conditions, to shape a foreign policy, to pursue peace-loving policy, to preserve world security, to increase international tension.

**5. Speak on negotiations recently conducted:**

- The talks between ... were conducted ... .. Whom?
- Both sides discussed ... Where? When?
- The partners in negotiations focused their attention on ... What issues?
- Both sides agreed upon ... What?
- In their speeches they exchange their views on ... What problem?
- The two sides also expressed their intention ... What intention?
- The talks resulted in signing ...on ... What documents?  
What subject?

**6. Role – Play**

**Situation 1.** Radio discussion Almaty – Bristol.

Four people sit at a table in a room and speak in lively voices into the mikes hanging from above. The picture is the same thousand kilometers away from Almaty, in BBC studio in Bristol, Great Britain. The Kazakhstan participants in the broadcast are: a teacher, a lawyer, a student and a doctor. The British side is represented by a musician, a journalist, an art critic and a housewife. The two fours are linked by history’s first Kazakhstan-British radio bridge. The problem discussed is peace and disarmament.

Imagine that you participate in such a radio link-up. Play the parts of those present in the studios. Put questions and give answers.

**Situation 2.** Interviews.

You are a reporter. Ask people in the street for their opinion:

- a) on the present international situation and cooperation of Kazakhstan;
- b) on the role of scientists, young people, women and children in the fight for peace.

**Situation 3:** Work with your partner, one of you “Export Sales Director of Intuitive Surgical”, second student “Director of KazMedPribor Holding LLP”.

Export Sales Director of Intuitive Surgical:

You are the Export Sales Director of Intuitive Surgical. It is an American corporation that manufactures robotic surgical systems, most notably the da Vinci Surgical System. The da Vinci Surgical System allows surgery to be performed using robotic manipulators.

You came to this B2B meeting looking for some dealers. Moreover, your company wants to establish your own authorized center in Central Asia. However, you have very strict requirements for the dealers who want to represent your company here in Kazakhstan. (For instance, dealers should know English fluently, they should take 6-month training in the USA, they should have special certificates and etc.)

Director of KazMedPribor Holding LLP:

You are the Director of KazMedPribor Holding LLP. It’s a manufacturer of high-tech medical equipment in Kazakhstan. Your enterprise cooperate with Turkish, Korean and Russian companies. But know you realize that you need to develop further and start using innovative medical tools in Kazakhstan market. Thus, you came to this B2B meeting.

You need to attract Intuitive Surgical company’s attention, as you want to become their authorized dealer in Kazakhstan. Intuitive Surgical is internationally recognized, prestigious company in the USA, you understand it and want to cooperate with them. However, at the same time, you want to have reliable partners, and lately Intuitive Surgical, particularly the da Vinci Surgical System has been criticized a lot for its costs, inadequate training and side effects of robotically-performed surgeries. Therefore, you are a little bit skeptic about it and want the Export Sales Director of Intuitive Surgical to answer your questions and dispel your doubts.

**Situation 4:** Work with your partner, one of you “First lady of the USA Michelle Obama”, second student “First lady of Kazakhstan Sara Alpyskyzy”.

First lady of the USA Michelle Obama: Together with your husband Barack Obama you came to G20 Hangzhou Summit to hold a bilateral meeting with the first ladies of different countries. You are aiming at raising awareness about child obesity and your health initiative “Let’s Move”.

First lady of Kazakhstan Sara Alpyskyzy: Together with your husband

Nursultan Nazarbayev you came to G20 Hangzhou Summit, China. You know that Michelle Obama is going to discuss some health issues at this summit. One of the hardest concerns in Kazakhstan is obesity, so you want to speak with her and ask for some help to solve this issue. More than a half of the Kazakhstan population have excess weight. According to findings of Kazakh Academy of Nutrition, every fifth child under 14 (22%) is overweight or obese. Among the adults the number people with this problem is much higher: 55% of all the men and women in Kazakhstan are overweight. You have many questions for the first lady of the USA, you want to know how did she combat an obesity issue in her country and what did she do to tackle this problem.

**Situation 5:** Work with your partner, one of you “Minister of Healthcare and Social Development of Kazakhstan, Duysenova Tamara”, second student “Chinese Deputy Minister of Health Liu Qian”.

Minister of Healthcare and Social Development of Kazakhstan, Duysenova Tamara: You on a working visit in China to meet Chinese Deputy Minister of Health Liu Qian. As Kazakhstan has the highest breast cancer rate in Central Asia, you are really concerned with the breast cancer treatment in Kazakhstan. To prolong the lives of its citizens, Kazakhstan adopted the State Program for the Development of Cancer Care in 2012-2016, with a budget of KZT 211 billion (US\$1.15 billion). The Healthcare Ministry has been implementing six screening programs for the early detection of cervical, breast, esophagus and stomach and colorectal cancer, which help diagnose patients in the early stages of disease and improve outcomes. However, a death rate of patients who have cancer raise each year.

You know Chinese scientists discovered natural virus M1 that kills cancer cells without toxic side effects. You are willing to learn more about it (safety) and purchase it for your country.

Chinese Deputy Minister of Health Liu Qian: You are going to meet with the Minister of Healthcare and Social Development of Kazakhstan Tamara Duysenova. She is here to know more about your latest discoveries in Healthcare field, particularly in cancer treatment. You should tell her about Guangzhou Zhongshan University research group of Professor Yan Guangmei who discovered M1 cancer killing virus, invite her to visit this university and sign a cooperation contract with the Minister of Healthcare and Social Development of Kazakhstan Tamara Duysenova.

**7. Follow-up task.**

**In addition to a written summary you can give an oral rendering of a news item. Here's how you can do it. Turn to newspapers. Find some new information on cooperation from the newspaper articles. Then prepare to render it orally. You can use the following plan.**

**The Plan of Rendering Newspaper Article**

1. The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)
2. The author of the article is...
3. The article is taken from the newspaper...
4. The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)
5. Give a summary of the article (no more than 10-20 sentences).
6. State the main problem discussed in the article and mark off the passages of the article that seem important to you.
7. Look for minor peculiarities of the article.
8. Point out the facts that turned out to be new for you.
9. Look through the text for figures, which are important for general understanding.
10. State what places of the article contradict your former views.
11. State the questions, which remained unanswered in the article and if it is possible add your tail to them.
12. Speak on the conclusion the author comes to.
13. Express your own point of view on the problem discussed.

**KEY VOCABULARY LIST OF THEME 1.2**

a working visit	to cancel agreement
a return visit, reply visit	to sign an agreement
a visit of friendship	in accordance with, in conformity with
to be on an official visit	according to the agreement
distinguished guest	treaty
at the invitation of	a treaty of friendship and cooperation
to accept an invitation	to conclude a treaty
to reject an invitation	to come into force
to convey an invitation	by virtue of a treaty
head of the delegation	return visit
to head a delegation	international affairs
to play host	agreement
a host country	latest developments
an exchange of visits at highest level	unofficial visit
mutual exchanges	home news
an open exchange of views	top-level negotiations
a confident exchange of views	friendly visit
to provide for exchanges	forthcoming visit
to celebrate the anniversary	mutual aid
the annual international book fair	security
on the arrival	domestic events
to give a warm, cordial welcome	informal visit
to a delegation	world news
to tour the country	present-day events
to express warm gratitude (to)	reply visit
to get acquainted with sb	visit of friendship
benefit, profit	treaty
mutually beneficial contacts	summit talks
in honor of	assistance
on behalf of	safely
agreement	coming visit
under the agreement	negotiations
to reach an agreement	talk, official talks



unofficial talks  
in the course of negotiations  
the subject of the negotiations  
arms limitation talks  
arms control talks  
top-level talks, summit talks  
to hold negotiations, to conduct negotiations  
round table talks, a round table  
confidential talks  
bilateral talks

multilateral talks  
to initiate talks  
to interrupt negotiations, to break negotiations  
to resume talks, to renew talks  
to complete talks  
a partner in negotiations  
negotiation ended in failure  
the talks were a success  
participate, to take part (in)

## STUDENTS' INDEPENDENT WORK

### Theme 1.2. International cooperation (visits, negotiations, agreements, treaties)

#### 1. Essay Writing Practice

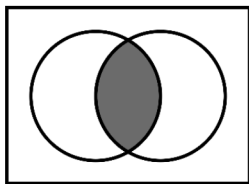
**Essay type:** Compare and Contrast Essay

**Assignment:** A comparison/contrast essay requires you to compare and contrast two or more subjects. Comparing shows how things are alike, while contrasting shows how things are different

**Purpose:** Your goal as a writer is to move beyond the obvious points of comparison and/or contrast. Do not merely state the differences in facts. Instead, use comparison and contrast as techniques that help you to get a full understanding of parents' arguing in front of children issue.

#### To complete this assignment:

Read the articles and brainstorm the similarities and differences between them using Venn diagram.



Highlight the most important passages and facts in the articles.  
Using outline structure your essay.  
Be prepared to oral presentation.

#### Outline:

##### *Introduction*

- a. Introduction to the broad topic
- b. Specific topic
- c. Thesis statement

##### *Body paragraphs*

The first similarity between subjects (with details, examples from the articles to support your points)

The second similarity between subjects

The first difference between subjects

The second difference between subjects

**Conclusion**

Summary of main points

Significance—what is the point you are making?

**Length and other considerations:**

Approximately 250 words (1 page typed, double-spaced).

Use Times New Roman, 12 pt.

For each citation use references

Copied essays will not be considered for evaluation

**Assessment:** This assignment represents 10% of course grade and will be assessed using the following rubrics:

CATEGORY	A (90-100%)	B (75-89%)	C (60-74%)	D (50-59%)
PURPOSE & SUPPORTING DETAILS	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
ORGANIZATION & STRUCTURE	The paper breaks the information into similarities and differences. It follows a consistent order when discussing the comparison/ similarity.	The paper breaks the information into similarities and differences, but does not follow a consistent order when discussing the comparison/ similarity.	The paper breaks the information into similarities and differences, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

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TRANSITIONS	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well, but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
GRAMMAR & SPELLING	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

<https://goo.gl/f9Qgw>



### Idioms to speak about Politics

**7. Read the idioms and guess their meaning. Match the idioms to their definitions:**

1. A two/three/four-horse race



2. Political football



3. Hot air



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4. Toe the party line



5. A political hot potato



6. A hung parliament



7. Press the flesh



8. Get on/off your soapbox



9. Throw in the towel



10. Bent/crooked



11. Live/be in an ivory tower



12. Have the common touch



- a. be corrupt
- b. when there's no clear winner in an election
- c. empty words
- d. to speak passionately about something, you believe in
- e. a problem that does not get solved because of political reason
- f. to give up
- g. a.competition/election only few people can win
- h. to shake hands with the public
- i. to be able to relate to the public

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- j. to be detached from reality
- k. a potentially controversial topic
- l. conform to and express the same views as the leaders of your party

*<https://goo.gl/BCsEGC>*



**UNIT 2. GLOBAL COMMUNICATION  
AND INTERNATIONAL RELATIONS**

**THEME 2.1. INTERNATIONAL ORGANIZATIONS  
(CONGRESSES, CONFERENCES, MEETINGS)**

**LEAD-IN**

**1. Read the following extracts of dictionary definitions and discuss the questions with your partner:**

**Ambassador**

An accredited diplomat sent by a country as its official representative to a foreign country

**Human rights**

Rights that are believed to belong justifiably to every person

**Alliances**

A union or association formed for mutual benefit, especially between countries or organizations

**World Court**

A division of the United Nations that settles legal disputes submitted to it by member nations

- 1) What do you associate with these notions?
- 2) Can you predict what the unit will be about?
- 3) Make up some sentences with these words and collocations.

**2. Brainstorming:**

- 1) What springs to your mind when you hear the expression “International organizations”?
- 2) What do you know about international organizations?
- 3) What kind of international organizations do you know?

**3. Decipher abbreviations based on your background knowledge or look them up in a dictionary:**

<b>UNICEF</b>	
<b>WTO</b>	
<b>NATO</b>	
<b>NAFTA</b>	
<b>OPEC</b>	
<b>EU</b>	
<b>WHO</b>	
<b>IAEA</b>	
<b>IMF</b>	

**FOCUS ON VOCABULARY**

**1. Match the word combinations or terms 1-12 to the right definitions a-l:**

<b>Word/Term</b>	<b>Definition</b>
1. International Organizations	a. an international organization that consists of five organizations that work together to reduce poverty and support development. (IBRD, IDA, IFC, MIGA, ICSID)
2. Regional Organizations	b. a treaty which binds eight countries (Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and the Soviet Union) together to come to the aids of the others should any one of them be the victim of foreign aggression
3. Alliances	c. A division of the United Nations that settles legal disputes submitted to it by member nations
4. World Bank	d. multilateral agreements among nations to protect each other in case of attack by an adversary



## UNIT 2. GLOBAL COMMUNICATION AND INTERNATIONAL RELATIONS

5. G8	e. a legally constituted organization created by people who operate independently from any other type of government
6. Warsaw Pact	f. organizations made up of every nation that wishes to participate, they play a role in international relations, they are used as a forum for addressing problems that affect all nations
7. Nongovernmental Organizations (NGOs)	g. events or affairs that happen within the country
8. World Court	h. rights that are believed to belong justifiably to every person
9. Ambassadors	i. organizations with members that are located in a particular region of the world, combined they are stronger than they would be alone
10. Domestic affairs	j. an international organization of 8 nations: France, United States, United Kingdom, Russia, Germany, Japan, Italy, and Canada. They meet annually to deal with major economic and political issues facing their domestic societies and the international community
11. Embassy	k. the official residence or offices of an ambassador
12. Human rights	l. an accredited diplomat sent by a country as its official representative to a foreign country

### 2. Read the words and expressions below and give their Kazakh/Russian equivalents:

annual conference	credentials
occasional congress	auditing
call a conference (v)	committee
approve (v)	deputy
preliminary	treasurer
provisional	convener
delegate	secretary
plenary	

**3. Write and discuss the purposes and tasks of conferences, congresses and meetings using the vocabulary above. Fill in the table.**

<b>Conferences</b>	<b>Congresses</b>	<b>Meetings</b>

**4. Discuss with your partner the following issues and questions:**

- 1) Identify the purpose and functions of international organizations given in the task 3.
- 2) Analyze the impact that international organizations can have on the lives of individuals.
- 3) Discuss the importance of international organizations.

**FOCUS ON LISTENING**

**Video 1**

**Pre-listening activity**

**You are going to watch the movie “International organizations” by Bohley Kathy Last. Before watching the movie try to make a map of associations where you give background knowledge about International Organizations of the world.**

**While-listening activity**

**Listen to the recording on the following website and draw a mind map based on your understanding of the topic.**

*<https://goo.gl/k516jY>,*



**Post-listening activity**

**1. Choose the correct answer:**

- 1) Which global organization helps countries and producers of goods deal fairly and smoothly in conducting their business across international borders?
  - International Trade Organization
  - International Monetary Fund
  - Global Economy
  - World Trade Organization
- 2) The purpose of the World Trade Organization is to do what?
  - Promote free trade among countries
  - Increase the standard of living in countries
  - Settle economic disputes between countries as they arise
  - Create more jobs and stimulate growth
  - All of the answers are correct
- 3) As of 2013, there were currently how many member countries in the World Trade Organization?
  - 15
  - 19
  - 159
  - 951

**Video 2**

**Pre-listening activity**

**You are going to watch the video about the Concept of International Organizations by prof. Pierre d'Argent. Can you predict what the concept of international organizations means?**

**While-listening activity**

1. Watch the video on <https://goo.gl/cN98iV>



2. Listen to the first passage of the video recording again and fill in the gaps with appropriate words:

International organizations have \_\_\_\_\_ since the 19<sup>th</sup> century, but it is really during the second half of the 20<sup>th</sup> century that they have \_\_\_\_\_ in number and in \_\_\_\_\_. Today they are a few hundred international organizations around the world from small \_\_\_\_\_ organizations established between \_\_\_\_\_ states like a \_\_\_\_\_ River Commission to \_\_\_\_\_ organizations entrusted with \_\_\_\_\_ political tasks like the United Nations. International Organizations play an important role in what can be called the global \_\_\_\_\_. Their \_\_\_\_\_ and professionalism is relied upon by states, and states often \_\_\_\_\_ to them in order to design, decide and \_\_\_\_\_ common policies, and of course this is not without raising, some \_\_\_\_\_ and some problems, and \_\_\_\_\_. But those issues are largely \_\_\_\_\_ issues rather than purely \_\_\_\_\_ ones. And despite their \_\_\_\_\_ this course will unfortunately not be able to address all of them.

**Post-listening activity**

1. After watching, write a synopsis of the topic given in the video.

2. Discuss the questions below with your groupmates:

1. Speak about the history of International Organizations
2. Why do we need International Organizations?
3. What is the main role of International Organizations in terms of global governance?
4. What are the specific tasks of International Organizations?
5. What International Organizations do you know and what are their main tasks?
6. What permanent organs are related to International Organizations?
7. What do you know about International Bureaucracies?

## **FOCUS ON READING**

### **Text 1. International Organizations**

#### **Pre-reading activity**

- 1. Read the title of the article below and discuss with your partner whether the article would be interesting and important to read.**
- 2. What do you know about International Organizations system? Why does the world need these organizations?**

#### **While-reading activity**

- 1. Read the text and check your knowledge.**
- 2. Write out all the specific words/terms that refer to the main subject, find out their definitions and give their equivalents in Kazakh/Russian.**

### **INTERNATIONAL ORGANIZATIONS**

International cooperation is essential to preserve peace and promote security, prosperity and justice throughout the world. Major issues like environmental protection, the war on drugs, gender equality, food security and curbing population growth cannot be resolved at local or regional level, but require a global approach.

Consequently, it is important that the Netherlands pursues an active foreign policy, which includes supporting international organizations through the provision of funding, manpower and ideas. This is known as multilateral cooperation. A strong argument in favour of multilateral aid is that this form of support is less driven by donor interests and coordination is smoother than when donors individually administer their own programmes.

Over a quarter of the Dutch development budget goes to programmes run by the United Nations, the European Union, the World Bank and various regional development banks. The Netherlands naturally tries to influence these multilateral organizations in such a way as to further its own objectives. So it is important that the country is well represented at international organizations. That is why the Kingdom of the Netherlands, in addition to embassies and consulates, also has its own permanent missions,

delegations and representations at organizations like the NATO, the United Nations, the Council of Europe and the OECD.

The Netherlands also cooperates with international organizations at a more personal level. The Protocol Department of the Dutch Foreign Ministry helps serve the needs of the staff of international organizations and of representatives of other countries (and their families) who have been afforded diplomatic status while they stay in the Netherlands.

<https://goo.gl/2cV2uh>



### **Post-reading activity**

**1. Replace the underlined words in the sentences from the text with their synonyms:**

1) International cooperation is essential to preserve peace and promote security, prosperity and justice throughout the world.

2) Consequently it is important that the Netherlands pursues an active foreign policy, which includes supporting international organizations through the provision of funding, manpower and ideas.

3) The Netherlands naturally tries to influence these multilateral organizations in such a way as to further its own objectives.

4) The Netherlands also cooperates with international organizations at a more personal level.

5) The Protocol Department of the Dutch Foreign Ministry helps serve the needs of the staff of international organizations and of representatives of other countries (and their families) who have been afforded diplomatic status while they stay in the Netherlands.

**2. Answer the following questions. Write your answers in the table below:**

1) What did you know about international organizations before reading the text?

2) What have you learned about international organizations after reading the text?

Before reading	After reading

**Text 2. European Union wins Nobel Peace Prize**

**Pre-reading activity**

**1. Which of these "new" Nobel Prizes do you think are the best? Rank them and share your rankings with your partner. Put the best at the top:**

- Nobel Prize for Volunteerism
- Nobel Prize for Business
- Nobel Prize for Doing The Right Thing
- Nobel Prize for Caring
- Nobel Prize for Music
- Nobel Prize for Sport
- Nobel Prize for Environmentalism
- Nobel Prize for Bravery

**2. Look at the headline and predict what it is about.**

**While-reading activity**

**1. Read the article and decide if the sentences a-h below are true (T) or false (F):**

- a. The EU won the 2012 Nobel Peace Prize for its economic stability. T / F
- b. The Nobel chairman said Europe suffered during a 70-year-long war. T / F
- c. The chairman suggested Germany and France would never fight in a war. T / F

- d. A BBC spokesperson said the EU's biggest achievement was its euro currency. T / F
- e. Some people are saying now is a bad time to give the EU the Nobel Prize. T / F
- f. The EU boss said the Union inspired many other countries around the world. T / F
- g. Another EU leader said Europe was the biggest peacemaker ever in the world. T / F
- h. WikiLeaks was also nominated for the award, but not its founder. T / F

**2. Match the following words 1-10 to their synonyms a-j:**

1.	maintaining	a.	hurt
2.	horrific	b.	privilege
3.	suffering	c.	premature
4.	unthinkable	d.	acknowledged
5.	outstanding	e.	preserving
6.	untimely	f.	disorder
7.	chaos	g.	superb
8.	gladly	h.	terrible
9.	honour	i.	happily
10.	recognised	j.	unimaginable

**3. Complete the phrases by matching the parts 1-10 with a-j (sometimes more than one choice is possible):**

1.	a continent that was torn	a.	peacemaker in history
2.	the dreadful	b.	achievement
3.	well-	c.	many European countries
4.	building up mutual	d.	an inspiration
5.	outstanding	e.	confidence
6.	the decision to award the EU the Prize	f.	for this year's prize



7.	social chaos sweeping	g.	aimed efforts
8.	the European Union remains	h.	apart by horrific wars
9.	the "biggest	i.	is untimely
10.	other nominees	j.	suffering in World War II

### **EUROPEAN UNION WINS NOBEL PEACE PRIZE (13TH OCTOBER, 2012)**

The European Union has won the 2012 Nobel Peace Prize for bringing and maintaining peace on a continent that was torn apart by horrific wars in the last century. Thorbjørn Jagland, the Nobel Committee chairman, said: "The dreadful suffering in World War II demonstrated the need for a new Europe. Over a 70-year period, Germany and France had fought three wars. Today, war between Germany and France is unthinkable. This shows how, through well-aimed efforts and by building up mutual confidence, historical enemies can become close partners." The BBC's Gavin Hewitt said the EU was set up "to make war impossible again on the continent". He added: "That has been the EU's outstanding achievement."

Critics are arguing the decision to award the EU the Prize is untimely, given the economic and social chaos sweeping many European countries. However, Jose Manuel Barroso, president of the European Commission, gladly welcomed the award, saying that "even in tense, difficult times, the European Union remains an inspiration for countries and people all over the world." He added: "This is indeed a great honour for the 500 million citizens of Europe." The president of the European Council, Herman Van Rompuy, said the award recognised the EU as the "biggest peacemaker in history." Other nominees for this year's prize included WikiLeaks and its founder Julian Assange.

*<http://www.breakingnewsenglish.com>*



**4. Fill in the gaps with the words in the box:**

*fought* \ *horrific* \ *make* \ *unthinkable* \ *torn* \ *outstanding* \ *suffering* \ *mutual* \ *tense* \ *peacemaker* \ *sweeping* \ *nominees* \ *untimely* \

The European Union has won the 2012 Nobel Peace Prize for bringing and maintaining peace on a continent that was (1) \_\_\_\_\_ apart by (2) \_\_\_\_\_ wars in the last century. Thorbjørn Jagland, the Nobel Committee chairman, said: "The dreadful (3) \_\_\_\_\_ in World War II demonstrated the need for a new Europe. Over a 70-year period, Germany and France had (4) \_\_\_\_\_ three wars. Today, war between Germany and France is (5) \_\_\_\_\_. This shows how, through well-aimed efforts and by building up (6) \_\_\_\_\_ confidence, historical enemies can become close partners." The BBC's Gavin Hewitt said the EU was set up "to (7) \_\_\_\_\_ war impossible again on the continent". He added: "That has been the EU's (8) \_\_\_\_\_ achievement."

Critics are arguing the decision to award the EU the Prize is (9) \_\_\_\_\_, given the economic and social chaos (10) \_\_\_\_\_ many European countries. However, Jose Manuel Barroso, president of the European Commission, (11) \_\_\_\_\_ welcomed the award, saying that "even in (12) \_\_\_\_\_, difficult times, the European Union remains an (13) \_\_\_\_\_ for countries and people all over the world." He added: "This is indeed a great honour for the 500 million (14) \_\_\_\_\_ of Europe." The president of the European Council, Herman Van Rompuy, said the award recognised the EU as the "biggest (15) \_\_\_\_\_ in history." Other (16) \_\_\_\_\_ for this year's prize included WikiLeaks and its founder Julian Assange.

**Post-reading activity**

**1. Look at the words below. With your partner, try to recall how they were used in the text:**

<ul style="list-style-type: none"> <li>• bringing</li> <li>• torn</li> <li>• need</li> <li>• shows</li> <li>• impossible</li> <li>• achievement</li> </ul>	<ul style="list-style-type: none"> <li>• arguing</li> <li>• welcomed</li> <li>• tense</li> <li>• great</li> <li>• biggest</li> <li>• founder</li> </ul>
--	---

**2. Team into groups of four and discuss the questions below:**

- 1) Do you think the awarding of the prize to the EU is untimely? Substantiate your answer.
- 2) NATO probably did more to keep peace in Europe. Should it have been awarded the prize? Why do you think so?
- 3) In what ways might the EU be an inspiration to the world?
- 4) Do you think EU citizens will feel honoured by the award? Why?
- 5) What do you think of the idea of a Middle East Union, a South Asian Union or a South American Union similar to the European Union?

**3. Write about Nobel Peace Prize for 10 minutes and then swap your papers with your partner and check each other's writings.**

**Text 3. WTO hits USA**

**Pre-reading activity**

**1. Predict whether the following statements are true or false:**

- |  |       |
|--|-------|
| (a) The WTO approved a request to impose sanctions on American products. | T / F |
| (b) A similar WTO action was taken two years ago.                        | T / F |
| (c) The USA always follows WTO rulings.                                  | T / F |
| (d) The Byrd Agreement protects American companies from foreign imports. | T / F |
| (e) Mexican apple growers will be happy.                                 | T / F |
| (f) US companies receive no compensation from antidumping import taxes.  | T / F |
| (g) The WTO ruling affects peanut butter.                                | T / F |
| (h) The value of the sanctions represent a drop in the river.            | T / F |
| (i) The USA is an international trade bully.                             | T / F |

**While-reading activity**

**1. Read the text below and check your answers in Exercise 1 above. Think of the key points given in the article.**

## WTO hits USA

The World Trade Organization (WTO) yesterday approved a request from the European Union, Japan, Canada, Brazil, India, South Korea and Mexico to impose sanctions on American products. This is in retaliation for damages incurred to industries from those countries due to the US antidumping law known as the Byrd Amendment. This law was ruled illegal by the WTO two years ago, but Washington has continually ignored international requests to comply with the ruling.

The law protects American companies from foreign imports, which are sold in America at prices less than those in their country of manufacture. For example, apples produced and sold in Mexico for \$1 apiece are then sold in the USA for 80 cents. US companies receive compensation from the antidumping import taxes levied on the foreign rivals' goods in an attempt to keep the playing field level for domestic producers. Products to be affected range from live pigs to peanut butter to steel bars.

The countries are ready to hit the United States with up to 150 million US dollars in sanctions early next year if Washington doesn't comply and quickly abolish the Byrd amendment. Although this amount is a drop in the ocean, the WTO action is significant as it involves several countries taking action against America. This could start a trend among countries tired of unilateral American trade practices, and view the USA as an international trade bully.

<https://goo.gl/XzAoY7>



**2. Read the text again and match the following words 1-9 to their synonyms a-i:**

1. approve	a. follow
2. impose	b. tax
3. retaliate	c. force upon
4. ignore	d. kill
5. comply	e. OK
6. levy	f. see
7. hit	g. fight back

8. abolish	h. hammer
9. view	i. disregard

**3. Complete the following phrases 1-8 with a-h from the article:**

1. approve a	a. for
2. impose	b. level
3. in retaliation	c. compensation from
4. country of	d. request from
5. receive	e. among
6. keep the playing field	f. the ocean
7. a drop in	g. sanctions on
8. start a trend	h. manufacture

**4. Fill in the gaps with one of the words in italics given under each paragraph.**

**WTO hits USA**

The World Trade Organization (WTO) yesterday \_\_\_\_\_ a request from the European Union, Japan, Canada, Brazil, India, South Korea and Mexico to impose sanctions on American products. This is in retaliation for damages \_\_\_\_\_ to industries from those countries due to the US antidumping law \_\_\_\_\_ as the Byrd Amendment. This law was \_\_\_\_\_ illegal by the WTO two years ago, but Washington has continually \_\_\_\_\_ international requests to comply with the ruling.

*incurred      ignored      approved      known      ruled*

The law \_\_\_\_\_ American companies from foreign imports, which are sold in America at prices less than those in their country of manufacture. For example, apples produced and sold in Mexico for \$1 \_\_\_\_\_ are then sold in the USA for 80 cents. US companies receive compensation from the antidumping import taxes \_\_\_\_\_ on the foreign rivals' goods in an attempt to keep the playing \_\_\_\_\_ level for domestic producers. Products to be affected \_\_\_\_\_ from live pigs to peanut butter to steel bars.

*range      protects      field      levied      apiece*

The countries are \_\_\_\_\_ to hit the United States with up to 150 million US dollars in sanctions \_\_\_\_\_ next year if Washington doesn't comply and quickly abolish the Byrd amendment. Although this \_\_\_\_\_ is a drop in the ocean, the WTO action is significant as it involves several countries taking action against America. This could start a trend among countries \_\_\_\_\_ of unilateral American trade practices, and view the USA as an international trade \_\_\_\_\_.

*bully      early      amount      ready      tired*

### **Post-reading activity**

**1. Talk in pairs or small groups about the WTO, American trading practices, world trade, unilateralism, international trade laws.**

**2. Brainstorm American made products and write them on the board. Compare the prices they pay for these products in their country.**

**3. Tell each other the kind of trade their country does with America.**

**4. Brainstorm problems of world trade.**

A) Pairs are assigned different problems and create a series of measures to combat the problem. Change pairs and explain your problem and measures.

B) Take one problem. Half the pairs are WTO leaders, the other half are American protectionists. Brainstorm arguments to be used in a discussion. Change pairs to match WTO member / US protectionist against each other. Argue. Following the arguments, talk about your real feelings about what you said in the argument.

### **FOCUS ON SPEAKING**

#### **1. Mini-project.**

**Split into groups of 3-4 students. Each student in a group will research one organization. You need to know the names of six organizations, where and when they were formed, what area of the world the organizations cover, the goals of the organizations and what they do.**

Association of Southeast Asian Nations (ASEAN)

European Union (EU)

North Atlantic Treaty Organization (NATO)

Organization of the Petroleum Exporting Countries (OPEC)

United Nations (UN)

World Trade Organization (WTO)

**2. Work as a group. International organizations (congresses, conferences, meetings).**

Your assignment is to make a congress, conference or meeting on the current situation of the education system of our country.

**KEY VOCABULARY LIST OF THEME 2.1**

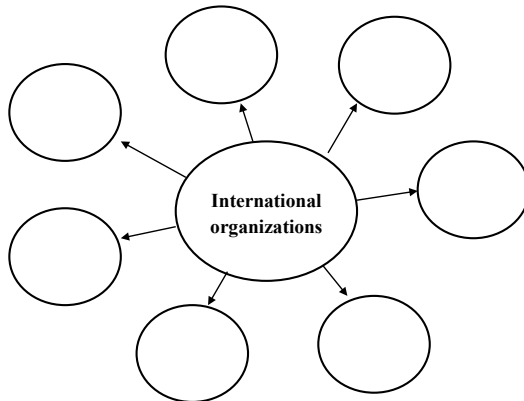
international organizations  
regional organizations  
congress  
conference  
meeting  
symposium  
colloquium  
assembly  
United Nations (UN)  
alliances  
North Atlantic Treaty Organization (NATO)  
European Union (EU)  
world bank  
World Health Organization (WHO)  
World Trade Organization (WTO)  
International Monetary Fund (IMF)  
United Nations Educational, Scientific, And Cultural Organization  
(UNESCO)  
annual conference  
occasional congress  
to call a conference  
to approve  
preliminary  
provisional  
delegate  
plenary  
credentials  
auditing  
committee  
deputy  
treasurer  
convener  
secretary



**STUDENTS' INDEPENDENT WORK**

**Theme 2.1. International organizations  
(conferences, congresses, meetings)**

**1. Fill in the following scheme on international organizations system.**



**2. Read the quotes given below. Comment on them.**

For organizations seriously committed to making teamwork a cultural reality, I'm convinced that 'the right people' are the ones who have three virtues in common - humility, hunger, and people smarts.

Patrick Lencioni

We started Kotter International to improve leaders' ability to deal with big, important transformations in organizations - and in their lives.

John P. Kotter

**3. Fill in the table by placing the acronym of the organization a-m in the column 1-4 it belongs to:**

- a) ICAO (International Civil Aviation Organization);
- b) IDA (International Development Association);
- c) IMO (International Maritime Organization);
- d) EU (European Union);
- e) IFC) International Finance Corporation;
- f) WIPO (World Intellectual Property Organization);
- g) ITU (International Telecommunication Union);
- h) IAEA (International Atomic Energy Agency);

- i) CE (Council of Europe);
- j) UPU (Universal Postal Union);
- k) IDA (International Development Association);
- l) WTO (World Tourism Organization);
- m) EFTA (European Free Trade Association)

1 COMMUNICATION, TRANSPORT AND POSTAL SERVICE	2 INTERNA- TIONAL BANK GROUP	3 EDUCATION, SCIENCE AND CULTURE	4 POLITICAL, LEGAL AND ECONOMIC ORGANIZATIONS

**Text 1. U.N. calls for help for Yarmouk**

**Pre-reading activity**

**1. Skim the text and define the main idea. Highlight the key points corresponding to the topic.**

**U.N. CALLS FOR HELP FOR YARMOUK**

The United Nations has made a plea for humanitarian access to the besieged Yarmouk Palestinian refugee camp in the suburbs of Damascus. The UN is concerned about the plight of around 18,000 Palestinian refugees holed up in the camp. Many of Yarmouk's residents fled after the group ISIS invaded last Wednesday and overran the camp. Jordan's Ambassador to the UN Dina Kavar called "for the protection of civilians in the camp" and for "humanitarian access to the area including...life-saving assistance". Another UN spokesperson Pierre Krahenbuhl described the situation as

"more desperate than ever". He said: "What civilians in Yarmouk are most concerned about right now is bare survival".

Yarmouk was established in 1957 to accommodate the huge influx of Palestinian refugees from Israel. It became home to the largest Palestinian refugee community in Syria. Before the recent ISIS incursion, around 160,000 people lived there. Life in the camp had already become intolerable for most residents following 18 months of bombing and a siege because of Syria's civil war. Many parts of the camp now resemble a ghost town, with shells of bomb-blasted buildings and a civilian population that has fled. News agencies report that ISIS now controls about 90 per cent of the camp. Syrian authorities are worried ISIS could use it as a springboard to launch attacks on the capital Damascus.

<https://goo.gl/MTRUdJ>



### **While-reading activity**

#### **1. Match synonyms:**

- |                |               |
|----------------|---------------|
| 1. plea        | a. population |
| 2. suburbs     | b. worried    |
| 3. fled        | c. outskirts  |
| 4. assistance  | d. set up     |
| 5. concerned   | e. appeal     |
| 6. established | f. look like  |
| 7. community   | g. attack     |
| 8. incursion   | h. ran away   |
| 9. resemble    | i. start      |
| 10. launch     | j. aid        |

#### **2. Phrase Match:**

- |                                |                       |
|--------------------------------|-----------------------|
| 1. in the suburbs              | a. incursion          |
| 2. Many of Yarmouk's residents | b. than ever          |
| 3. life-saving                 | c. town               |
| 4. more desperate              | d. of Damascus        |
| 5. bare                        | e. become intolerable |

- |                                 |                     |
|---------------------------------|---------------------|
| 6. Before the recent ISIS       | f. assistance       |
| 7. Life in the camp had already | g. capital Damascus |
| 8. 18 months of bombing         | h. survival         |
| 9. resemble a ghost             | i. and a siege      |
| 10. launch attacks on the       | j. fled             |

**3. Write answers to the following questions:**

- a) Should richer countries accept more refugees?
- b) In what ways do you think life in the camp is intolerable?
- c) Should the USA and other countries go into Syria?
- d) What should other Arab countries be doing to help Syrians?
- e) Will ISIS win?
- f) What in your opinion the situation will be like this time next year?
- g) What would happen if ISIS attacked and overran Damascus?
- h) What questions would you like to ask UN spokesperson Pierre Krahenbuhl?

**Post-reading activity**

**Write an invitation letter to the congress (conference, meeting). Follow the appropriate style of writing a letter, use appropriate language and vocabulary.**

**Follow-up task**

**TedTalk Speeches**

**Critical Response Writing to TedTalk Speeches**

Critical response is your reaction to the speech as a result of analyzing, interpreting and answering the questions: **How? Why? How well?**

It is not a simple plot description but writing about your reaction to this speech. It does not mean to criticize in a negative manner. It requires questioning the information and opinions and presenting your evaluation or judgment of the speech.

**The structure of a critical response**

1. **Introduction** presents the aim of the speech and summarizes the main findings or key arguments. It includes:

- 1) name/s of the speaker/s
- 2) title of speech

- 3) date, month it was delivered
- 4) statement of the problem or issue discussed
- 5) the speaker's purpose

2. **Critique** should be a balanced discussion and evaluation of the strengths, weaknesses and important features of the speech. Several questions should be answered:

**Analyze the speech**

- what is the speaker's intention
- what is the speaker's main point
- who is the intended audience
- what arguments are used to support the main point
- what evidence is presented to support the main point?
- what conclusions are drawn? Are these conclusions justified?

Critique part can also have recommendations for how the text can be improved in terms of ideas, research approach and information gaps.

3. **Conclusion** is usually a very short paragraph. It restates your opinion of the text and briefly presents recommendations.

**Text 2. The Government of the UK**

**Pre-reading activity**

1. **Before reading the text try to answer the questions below:**

Who is the local Member of Parliament?

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Which Party do they represent?

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Describe the ways in which people can contact the Member of Parliament.

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What is Westminster Government Responsible for?

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### **The Government of the UK**

The United Kingdom is currently governed under a Coalition Government consisting of Conservative and Liberal Democratic Parties. This type of government is formed when no party on its own achieved a majority in parliament. Both parties co-operate and blend their policies and actions into a single government approach but maintain their independent party identity. They campaign separately at elections.

Another form of government is the ‘Minority Government’– this is when a political party or coalition of parties do not have a majority of overall seats in the parliament but is sworn in to avoid a ‘Hung Parliament’.

A ‘Hung Parliament’ occurs when neither of the major political parties has an absolute majority of seats in the parliament. One or both main political parties may try to form a coalition government with smaller third parties, or a minority government in order to avoid a dissolution of parliament. Dissolution results in a fresh election.

The ‘Majority Government’ is when the governing party has an absolute majority of seats in parliament.

The Prime Minister chooses a team of people from Parliament who will run the country with him. A United Kingdom Parliament has a fixed duration of five years. At the end of the five years, a general election must take place so members of parliament can be re-elected or replaced.

The Parliament and Government mean two different things.

United Kingdom Parliament’s main roles are:

1. Examining and challenging the work of the government (*scrutiny*).
2. Debating and passing all laws (*legislation*).

3. Enabling the government to raise taxes. The United Kingdom Government runs the country. It has responsibility for developing and implementing policy and for drafting laws.

In other words:

- 1) Parliament sets the laws.
- 2) Government runs the country in accordance with these laws.

Any one over the age of 21 can be nominated to stand as a candidate for election.

**While-reading activity**

**1. Read the text and fill in the key words to define the forms of the UK government:**

A Coalition Government

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A Minority Government

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-----  
-----  
-----  
-----

A Hung Parliament

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-----  
-----  
-----  
-----

Majority Government

-----  
-----  
-----  
-----  
-----

**Post-reading activity**

**1. Fill in the table by answering the questions:**

What is the name of the current Prime Minister?	
What is the name of the current Deputy Prime Minister?	
What is the duration of Parliament?	
What's the difference between <b>the</b> Parliament and <b>the</b> Government?	
Who sets the Laws?	
Who runs the Government?	
What age must you be before you can become a candidate?	
How many other parties are in the House of Commons?	



**THEME 2.2. MASS MEDIA**

**LEAD-IN**

**1. In pairs ask each other questions from this "Mass Media Report" to find out if/how Mass Media is important to you.**

**MASS MEDIA REPORT**

<b>QUESTIONS:</b>	<b>YOUR FRIEND'S ANSWERS:</b>
How do you get the news?	
Do you read newspapers or magazines more?	
How often do you read newspapers/ magazines?	
What's your favourite newspaper/ magazine?	
Do you like to watch TV?	
How much time do you spend on watching TV every day?	
What do you usually watch on TV? cartoons films (comedies/documentaries/ horror films/soap operas/ adventures) news talk/game/reality/quiz shows sport programmes	

Do you use the Internet? How often do you use the Net?	
Why do you surf the net? for playing games for talking to my friends for reading the news for finding information for downloading films/music/pictures	
IS MASS MEDIA IMPORTANT TO YOU? WHY?	

**FOCUS ON VOCABULARY**

**1. Read, practice and learn the following words and word combinations to text 1. If necessary, consult a dictionary.**

mass media / means of communications	coverage	thriller
advertise	current news / events	animated cartoon
advertising	domestic / home / news	lifestyle
advertisement	foreign / world / international news	promotion
community	shape	nonprofit
present	public opinion	publicity
comment (on)	focus (on)	network
newssheet	entertain	on-line service
b.c. (before christ)	fiction	provider
a.d. (anno domini)	movie	link
publish	broadcast	transfer
publication	broadcasting	socialize / communicate
advantage	feature film	e-mail / electronic mail
cover		

**1. Match the following words and phrases 1-10 to their definitions a-j:**

1. mass media	a. the action of providing or being provided with amusement or enjoyment.
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UNIT 2. GLOBAL COMMUNICATION AND INTERNATIONAL RELATIONS

2. advertisement	b. transmit (a programme or some information) by radio or television.
3. publication	c. a condition or circumstance that puts one in a favourable or superior position.
4. entertainment	d. views prevalent among the public.
5. broadcasting	e. the preparation and issuing of a book, journal, or piece of music for public sale.
6. lifestyle	f. present-time news events concerning important people, places, things, and ideas; also called current affairs. plural noun.
7. advantage	g. an analysis of the state of the weather in an area with an assessment of likely developments.
8. public opinion	h. a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy.
9. current events	i. the way in which a person lives.
10. weather forecast	j. any of the means of communication, as television or newspapers, that reach very large numbers of people

**2. Work with your partner and suggest the Kazakh/Russian equivalents for the following word collocations:**

to unite people all over the world, to happen in the world, to use mass media, to present and comment on news, to have advantages, to play an important social role, to shape public opinion, to contain illustrations, to focus on daily events, to provide profound analysis, to entertain readers, to broadcast foreign and domestic events, to telecast music programs, to influence the minds of people, to reflect and affect our lifestyles, to connect computers across the world, to transfer data, to socialize with other computer users, to send e-mail.

**4. Match the synonyms of the given words:**

mass media	main gist
advertisement	commonwealth
advantage	view
magazine	preference
latest news	amusement
entertainment	advertising
opinion	means of communication
main idea	current events
community	journal

**5. Make up sentences using the following word combinations:**

To give coverage of events, to inform readers of the latest news, to comment the situation, to give preference to, to vary in ways of presenting news, to contain interesting facts, to deal with, to be about, to touch upon, to be devoted to, to discuss urgent problems, to prefer entertainment to information, to present in a sensational manner, to give full attention to local events.

**FOCUS ON LISTENING**

**Pre-listening activity**

**1. You are going to listen to “Social Media Revolution”. How has the social media revolution changed the way a popular series is made? Wendy meets Samuella Benta, writer, director and star of his own show, and there’s not a television in sight.**

*<https://goo.gl/NBrHK8>*



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

- |   |                       |  |
|---|-----------------------|--|
| 1 | a device              | a. websites or applications that allow users to share and create content such as ideas, pictures, videos, messages, etc. with online users |
| 2 | the film crew         | b. an object or machine that is made for a specific purpose  |
| 3 | a dedicated following | c. the group of people involved in producing a film  |
| 4 | the main protagonist  | d. to introduce a new product or service   |
| 5 | social media          | e. loyal and supportive fans   |
| 6 | to launch             | f. the main character  |
| 7 | word of mouth         | g. comments from viewers   |
| 8 | audience feedback     | h. informal advertising when one person tells another person about a product or service  |

**While-listening activity**

**1. Circle the best option to complete these sentences:**

1. Devices like mobile phones have created *a tempting distraction / an easy way to get directions / a media revolution*.
2. All about the McKenzies is a *documentary / comedy series / game show*.
3. All about the McKenzies is *cheaper to make than normal TV / expensive to film but cheap to distribute / filmed on mobile phones*.
4. Samuell's programme started as *an idea on Facebook / a video he made with his friends / an advert for his website*.
5. Al from Vice magazine thinks that using online media *is no different to being a classic publisher / allows you to be closer to your audience / is the future of film and television*.
6. They are currently filming series *one / two / three*.
7. The cast and crew of All about the McKenzies say that social media helps them *find work / advertise the programme / find new staff*.
8. Wendy says that the thousands of new programmes available online mean you have to *choose the best ones for you / spend a lot of time watching them / have a powerful internet connection*.

**2. Complete the gaps with a word from the box:**

*For*            *to*            *on*            *up*  
*About*        *with*        *of*            *as*

1. Wherever we are, thanks \_\_\_\_\_ devices like these, we can all feel connected.
2. What's unusual here is that this programme isn't being made \_\_\_\_\_ TV.
3. All about the McKenzies was launched \_\_\_\_\_ YouTube.
4. With the help of social media sites like Twitter and Facebook, it has built \_\_\_\_\_ a dedicated following.
5. So tell me \_\_\_\_\_ All about the McKenzies.
6. Vice started twenty years ago \_\_\_\_\_ a magazine but has become one of the leading youth brands in the world.
7. I get 80% of my work through social media. It's all word \_\_\_\_\_ mouth.
8. I can put pictures of my work so that, you know, if it's something they like, they can get in contact \_\_\_\_\_ me.

**Post-listening activity**

**1. Discuss with your partner:**

- Would you like to be involved in making a show?
- What kind of programme would you make?
- What would your role be?

**FOCUS ON READING**

**Text 1. Press and Broadcasting**

**Pre-reading activity**

**1. Discuss the following questions in pairs or in small groups:**

- 1) What images spring to mind when you hear the word 'media'?
- 2) What is the media?
- 3) Do you think the media have too much power?

- 4) What are the good and bad things about the media in your country?
- 5) Do you like the fact that today, media coverage of world events is instantaneous and extensive?
- 6) What do you think about countries that ban or restrict the media?
- 7) Do you always believe the media?
- 8) Is the media of your country biased towards the views of your government over the war on terror?
- 9) How is today's media different from that of 30 years ago?
- 10) Can you think of any examples of the media being irresponsible?

### **While-reading activity**

- 1. Read Text 1 paying attention to the key points.**
- 2. Find the definition for Mass Media.**
- 3. Express your agreement or disagreement with the author's opinion.**

### **Press and Broadcasting**

The main feature of modern civilization is mass media or means of communication. The media include press (newspapers, magazines), and broadcasting (television, radio, advertisement and Internet). Mass media unite people all over the world into one global community.

People can learn about what is happening in the world very fast using mass media. The earliest kind of mass media was newspaper. Newspaper is a publication that presents and comments on the news.

The first newspaper was Roman handwritten newsheet called "Acta Diura" started in 59 B.C. The first printed newspaper was Chinese publication called "Dibao" started in A.D. 700's. The first regularly published newspaper in Europe was "Avisa Relation" or "Zeitung", started in Germany in 1609.

Newspapers have certain advantages over other mass media – magazines, television, radio, advertisement and Internet. Newspapers cover much more current news, comment faster and play an important role in shaping public opinion. Magazine is a collection of articles and stories and usually contains illustrations. Magazines do not focus on daily events. They provide a profound analysis of the events of proceeding week and information on a

wide range of topics such as business, culture, hobbies, medicine, religion, science and sports. Some magazines entertain their readers with fiction, poetry, photography, or articles about TV or movie stars.

Television is the most exciting and entertaining kind of mass media. It brings moving pictures and sounds from around the world into millions of houses. The name “television” comes from a Greek word “tele” meaning “distance” or “far”, and a Latin word “video” meaning “to see”, so the word “television” means “to see far”.

TV broadcasts foreign and domestic news, music programs, educational and sport programs, weather forecasts, advertisements, feature films, thrillers, detectives, animated cartoons. Radio is one of the most important means of communication. The most widespread and familiar use of radio is broadcasting. Radio broadcasts music, news, interviews, discussions, descriptions of sports events, advertising, weather forecasts. Music is the chief kind of radio entertainment. Advertisement is a form of communication which influences the minds of the people to whom it is addressed. Advertising both reflects and affects our very lifestyles and thus plays a substantial social role.

So advertising is defined as any paid form of nonpersonal presentation and promotion of ideas, goods, or services through the mass media by an identified sponsor.

Sponsors may be a nonprofit organization, a political candidate, a company, or an individual. Advertising differs from news and publicity since an identified sponsor pays for placing the message in the media.

Internet or Net is a vast global network of networks connecting computers across the world. These networks range from government departments, industrial and educational communication systems down to personal on-line service providers.

At present more than 35 million people use the Internet and over four million computers worldwide are linked in. They use the Net for transferring data, playing games, socializing with other computer users, and sending e-mail (electronic mail).

*<https://www.google.ru>*





**Post-reading activity**

**1. In groups of three/four put questions to all parts of these sentences, then discuss.**

1. Mass media are means of communication designed to reach large numbers of people.

2. The press is printed periodicals.

3. Newspaper is a publication that presents and comments on the news.

4. Magazine is a collection of articles and stories and usually contains illustrations.

5. Television is an electronic system of transmitting changing images together with sound along a wire or through space by converting the images and sounds into electrical signals.

6. Radio is communication by use of electromagnetic waves without a connecting wire, that's the technique of use of electro-magnetic waves for wireless transmitting of sound.

7. Advertisement is such form of communication which influences the minds of the people to whom it is addressed.

8. Internet or Net is a vast global network of networks connecting computer across the world.

**2. Complete the following sentences with the appropriate words:**

1. The mass media or mass communications include ... 2. The earliest kind of mass media was ... 3. Newspaper is ... 4. Newspapers have certain advantages over ... 5. Magazine is ... 6. Some magazines entertain their readers with ... 7. Television is ... 8. The name "Television" comes from ... 9. TV broadcasts ... 10. Radio is ... 11. Radio broadcasts ... 12. Advertisement is ... 13. Internet is ...

**3. Give definitions to the following terms:**

Mass media, press, newspaper, magazine, broadcasting, television, radio, advertisement, Internet.

**Text 2.**

**Pre-reading activity**

**1. Discuss the following questions in pairs or in small groups:**

1) What are your favorite newspapers and magazines?

2) What do newspapers inform readers about?

- 3) What newspapers and magazines have you subscribed to this year?
- 4) What events have been closely followed by newspapers lately?
- 5) What kind of magazines do you like?
- 6) What newspapers and magazines inform readers of the life of youth?
- 7) Do you read any scientific journals?

### **While-reading activity**

#### **1. Read Text 2 and suggest a title.**

Every day we read newspapers and magazines, listen to radio and watch TV. Nowadays there are so many newspapers and magazines, radio stations and TV channels that we have to be very selective and give preference to some of them.

The newspapers contain and give coverage of home and foreign news. Their publications deal with burning problems of our history, latest events and forecasts for future. They also touch upon cultural, sport news. We like the way they present different points of view, approaches to the problems. People subscribe to some periodicals, so they are subscribers. We buy some of newspapers and magazines in a kiosk. We often listen to radio, especially in the morning. They broadcast much news and music. We like to listen to weekend programs, some of them are very amusing and entertaining.

As to the TV, it is a kind of entertainment and is of great educational value. Present-day TV is multi-channel. People can choose the program they like best of all. Those who like music can listen to various concerts because it is difficult to imagine our life without music.

Some people prefer folk songs, others are fond of symphonies or chamber music. There are also admirers of classical opera, modern music, jazz, light and popular music.

Some programs broadcast interviews with famous travelers, scientists, journalists. The TV tellers are used to describing interesting facts, traditions and customs of different continents.

Weather forecast programs are the most popular with our people.

Staying at home fans can watch football or hockey matches.

The youth adore thrillers, detectives which make their hair stand on end. Some of them are interested in feature films.

Children are keen on watching animated cartoons.

We get much information and become better informed and cultured by watching TV. TV helps people relax.

Unfortunately, all telecasts are cut off by advertisements. You know TV draws income from advertising.

And the problem is that TV prevents us from communicating with each other, developing hobbies. People begin to forget the art of conversation. Many of them no longer read books watching TV for hours. Watching TV may lead to poor health through lack of sleep, rushed meals, lack of exercises. The same is true of being captivated by computers.

<https://goo.gl/vwGwen>



### **Post-reading activity**

**1. Discuss the following questions in small groups. Justify your answers with facts and examples:**

- 1) What radio programs do you prefer to listen to?
- 2) Do you watch TV every day?
- 3) What TV programs are most popular with the young people in our country?
- 4) What is your favorite TV program?
- 5) What is this program devoted to?
- 6) What educational programs do you like?
- 7) What are the advantages and disadvantages of television in your opinion?
- 8) Do you like or dislike advertisement?

**2. Give a summary of Text 2. Focus only on the main points.**

### **FOCUS ON LISTENING**

#### **Pre-listening activity**

**1. In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring. Have a chat about the topics you liked. Change topics and partners frequently.**

traditional / news media / come to fruition / project / download / unbeatable price / particularly interested / exciting project / device / broadsheet / tablet / origami / iPad

**While-listening activity**

**1. Listen to the recording about “Digital Newspapers on Their Way” and fill in the gaps:**

Traditional and digital news media \_\_\_\_\_ produce daily newspapers on iPads. This is if the plans of Apple owner Steve Jobs and newspaper mogul Rupert Murdoch \_\_\_\_\_. Industry rumours say the new newspaper will be called “The Daily”. There might even be a name to replace newspaper, \_\_\_\_\_, of course, be paperless. There will be no print edition or even a Web edition of this new media. It \_\_\_\_\_ to the iPad or alternative tablet for an unbeatable price of 99 cents a week. Messrs Jobs and Murdoch maybe onto a winning thing here. The Apple \_\_\_\_\_ to be able to deliver digital news and Mr Murdoch owns the world’s biggest news corporation. They \_\_\_\_\_ knowing what people want.

There are reports that Murdoch \_\_\_\_\_ in the iPad and how popular it is. He told Fox Business this week that The Daily was his “Number one most exciting project.” He \_\_\_\_\_ will prefer to read the news \_\_\_\_\_ than a traditional broadsheet newspaper. There are advantages of the tablet over a paper, such as the lack of origami-style gymnastics \_\_\_\_\_ on a crowded train, or avoid the corner getting soaked in milk at the breakfast table. Other \_\_\_\_\_ an iPad include the higher level of interactivity \_\_\_\_\_ news. Another advantage for Mr Murdoch and his News Corporation is that he could increase revenues by selling \_\_\_\_\_ for the iPad.

<https://goo.gl/ujfsjr>



**Post-listening activity**

**1. Pair up to discuss the questions below:**

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

a)	What did you think when you read the headline?
b)	What springs to mind when you hear the word ‘newspaper’?

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c)	How important are newspapers to you?
d)	What are your “news-gathering” habits?
e)	Do you prefer to get news via newspapers, TV or the Internet?
f)	What do you think of the iPad Daily News idea?
g)	Do you think iPad news will eventually replace newspapers?
h)	What do you think of the price of 99 cents?
i)	Do you think Steve Jobs has a knack of knowing what people want?
j)	Do you think digital news will change your lifestyle in any way?

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

- Did you like reading this article?
- Why do you think the iPad is so popular?
- What are the annoying things about newspapers compared with digital devices?
- Would you miss newspapers if they completely disappeared?
- What new things would you like to see in the news?
- How much interactivity do you need from a device like an iPad?
- What’s your favourite newspaper and why?
- What’s the difference between the news in a newspaper and that on TV?
- Why is news important?
- What questions would you like to ask Steve Jobs?

<https://goo.gl/ujfsjr>



### FOCUS ON READING

#### Text 3. Newspapers Circulation and Financing

##### Pre-reading activity

#### 1. In pairs discuss the given statements and express your opinion:

- The newspaper industry is struggling in the developed economies
  - Impact of market changes on the value chain of the news media
  - Generating news: Networked journalism. Media agencies and PR
- Do they have to change, too?

**While-reading activity****1. Scan the text and guess the meaning of the words in bold.****Newspapers Circulation and Financing**

The British are a great nation of readers and, with sales of national newspapers averaging around 15 million copies on weekdays and almost 18 million on Sundays (besides the provincial daily newspapers and the daily evening newspapers that most towns and cities have), only in Japan there are more newspapers sold per person than in Britain. The term ‘newspaper’ can only be loosely applied to the top-selling **dailies**, however, as the **tabloids** contain mainly coverage of ‘human’ news and scandals, particularly sexual, as opposed to political and economic matters, which are covered in depth in the larger **quality** newspapers. Several of the tabloids even contain pictures of nude girls on page three (Samanta Fox is a famous ‘Page Three Girl’). An interesting recent development has been the launching of two ‘quality’ weekly newspapers – The Indy and the Early Times – especially for younger readers.

Newspapers in Britain are not subsidized (although the greatest source of income is advertising) and there is no fixed price. They are financially independent of any political party and any political bias results from traditional positions and the influence of the owner. A worrying development has been the concentration of many of the newspapers in the hands of some owners.

*<https://www.google.ru>*

**2. Divide the text into logical parts and write a topical sentence for each part.****Post-reading activity****1. Write a short summary of Text 3. Use the introductory patterns given below:**

1. The first passage deals with ... 2. It is quite obvious that ... 3. I'd say that it is (not) ... 4. As far as I know ... 5. According to the information

I have ... 6. You must admit that ... 7. It is stated that ... 8. It is also mentioned ... 9. I am bound to say ... 10. As a matter of fact, ...

**2. Write key questions to Texts 1, 2, 3. Discuss them with your groupmates.**

### **Text 4. The Press in the United Kingdom**

#### **Pre-reading activity**

**1. Look at the headline of the text and get ready to make reports on the following:**

- 1) UK as a Media State;
- 2) New Press Developments;
- 3) Freedom of the UK Press;
- 4) British Broadcasting System.

#### **While-reading activity**

**1. Read the text below and write out all the terms referring to the topic “Press”.**

### **The Press in the United Kingdom**

A quality paper is a serious national paper that aims at the educated reader. Quality papers contain detailed news coverage and comment, authoritative editorials, a wide range of topical features written by experts in their field, arts and literary reviews and much professional advertising. The quality papers are “The Times”, “The Guardian”, “The Independent”, “The Daily Telegraph” and “The Financial Times”.

A popular paper is a newspaper whose format and content is designed for the understanding reader. Most popular papers are tabloids, i.e. papers with small-size pages (conventionally about 30 cm by 40 cm). They have brief and direct news reports and a large number of photographs. Emphasis is put on personal stories (especially sensational, or involving a figure in the public eye such as a member of the royal family), and importance is also given to sports and to entertaining features such as cartoons and contests.

Newspapers in Britain are mostly owned by individuals or by big publishing companies called the “empires”, not by the government or political parties. The editors of the newspapers are usually allowed considerable freedom of expression. This is not to say that newspapers are without political bias. The political tendency of quality papers varies

from conservative (“The Daily Telegraph”) or independent/ conservative (“The Times” and “The Financial Times”) to centre (“The Independent”) and liberal (“The Guardian”). Popular tabloids like “The Daily Express”, “The Daily Star” and “The Sun”, for example, usually reflect conservative opinion in their comment and reporting, while “The Daily Mirror” has a more left-wing bias.

In addition to national daily newspapers there are nine national papers published on Sundays. Most of “Sundays” contain more reading matter than daily papers, and several of them include “colour supplements” – separate colour magazines which contain photographically-illustrated feature articles. There is also quite a number of regional papers – usually evening papers or weeklies.

*<https://goo.gl/n2r5JC>*



### **Post-reading activity**

**1. With your partner discuss main points of the text. Substantiate your views by examples.**

### **Follow-up**

**1. Socratic seminar on the topic “Social networks bringing down productivity at workplace”.**

Guidelines: Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.

2. Show respect for differing ideas, thoughts, and values--no put-downs or sarcasm.

3. Allow each speaker enough time to begin and finish his or her thoughts—don’t interrupt.

4. Involve others in the discussion, and ask others to elaborate on their responses (use “Academic Language Scripts”).

5. Build on what others say: ask questions to probe deeper, clarify,



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paraphrase and add, synthesize a variety of different views in your own summary.

6. Use your best active listening skills: nod, make eye contact, lean forward, provide feedback, and listen carefully to others.

7. Participate openly and keep your mind open to new ideas and possibilities.

8. Refer to the text often, and give evidence and examples to support your response. Example: “The author has clearly stated in line 22 that...”

9. Discuss the ideas of the text, not each other’s opinions or personal experiences.

10. Take notes about important points you want to remember or new questions you want to ask.

*(For more information on Socratic seminar turn to pp. 121-123 of this coursebook)*

**KEY VOCABULARY LIST OF THEME 2.2**

mass media / means of communications	to vote for a resolution
advertise	to vote against a resolution
advertising	negotiations, talks n (pl) (on)
advertisement	to hold negotiations (talks), to conduct negotiations (talks), to negotiate
community	to interrupt negotiations (talks), to break off negotiations (talks)
present	to resume negotiations (talks)
comment (on)	top-level talks, summit talks
newsheet	round-table talks
b.c. (before christ)	agreement (on) n
a.d. (anno domini)	under the agreement
publish	a long-term agreement
publication	an agreement for the years 1967-1970
advantage	to conclude an agreement
cover	to reach an agreement
coverage	to sign an agreement
current news / events	to cancel an agreement, to annul an agreement
domestic / home / news	treaty (on) n
foreign / world / international	to conclude a treaty
news	to ratify a treaty
shape	to sign a treaty
public opinion	to violate a treaty
focus (on)	understanding n
entertain	deep understanding
fiction	mutual understanding
movie	in the atmosphere of respect and mutual understanding
broadcast	stress, emphasize v
broadcasting	point out v
feature film	to draw up (drew, drawn), to work out
thriller	to submit for consideration
animated cartoon	to submit a resolution (an agreement, a treaty) for consideration
lifestyle	to come into force, to enter into force
promotion	according to, in accordance with prp
nonprofit	to face a question, to confront a question
publicity	the questions confronting (facing) the conference
network	proposal n
on-line service provider	to advance a proposal, to put forward a proposal
link	to adopt a proposal, to accept a proposal
transfer	to approve (of) a proposal
socialize / communicate	to disapprove (of) a proposal
e-mail / electronic mail	to reject a proposal
to adopt a resolution, to carry a resolution	
to approve (of) resolution	
to disapprove (of) a resolution	
to reject a resolution	

## STUDENTS' INDEPENDENT WORK

### Theme 2.2. Mass Media

#### Challenge Task 1. Video documentary for a video contest

##### **Assignment:**

It's a teamwork of 3 students who need to create a short (5-7 minute) video documentary on various topics related to Internet addiction, mass media, freedom of speech, social networks, video games, newspapers, magazines, advertisement.

##### **Helpful tips on creating a successful video:**

1. Pick the topic you are most excited about. It is much easier to come up with a good idea for your video if you are truly passionate about the message, and finding a solution.
2. Do your research. The best videos use strong facts/statistics as supporting evidence from a variety of sources.
3. Follow the writing process – brainstorm, plan, draft (storyboard, script), revise, edit, and produce a final product.
4. Be clear and concise in your video – 5 minutes go by quickly.
5. If your video includes people talking, be sure they speak slowly and clearly so that viewers can understand. Make sure to enunciate your words.
6. Be creative. You can use video, skits, pictures, voice over, music – the sky is the limit! Get your friends involved and collaborate to make an even better project.
7. Choose an audience for your video. Target your solution to be relevant to them.
8. Have fun! This is a great opportunity to learn more about media issues, and it should be a fun project for you and your friends.

##### **Assessment:**

Content quality: Video should clearly make the connection between mass media and the chosen topic – 30%

Memorable/Creative: Video should be creative and keep the viewers' attention – 30%

Research: Students should make researches and include at least three solid arguments/facts/statistics from credible sources to the video – 20%

Teamwork: Every team member is involved, each team member contributed to the project – 10%

Production: Overall quality of production (including visual and sound elements)? – 10%

<https://goo.gl/6LXKYb>



### **Challenge Task 2. Interview Assignment**

The purpose of this assignment is to provide students with a practical exercise in information gathering interview skills while at the same time providing them with some information about possible career choices.

#### **Helpful tips on the task:**

- Locate a person (not a friend, family member, or direct supervisor) who currently holds approximately the same job and title that he or she hopes to hold in five years.

- Schedule a fifteen to twenty-minute interview with this person. The student is the interviewer; this is NOT a fake job interview; it is a practical information-seeking interview in which the student hopes to find out everything possible to help them prepare for that position.

- **Here is a list of just a few of the questions that might be asked. You should prepare a list of questions yourself using suggestions from the text:**

- *Exactly what does your job entail?*
- *What are the educational requirements for the position?*
- *What do you like the most (or least) about the job?*
- *What future changes do you see in this field?*

These questions are only a beginning, you will certainly want to develop others so that you have a full sense of the demands and responsibilities of the position held by the interviewee and the nature of their field.

- **Basis for Evaluation**

After the interview has occurred, write a 1-2 page typewritten paper in which you discuss the nature of the position and the person interviewed, list the questions you prepared for the interview, give a brief analysis of the interview itself, and discuss your strengths and weaknesses as an interviewer.

**Please attach a business card from your interviewee to the paper.** If your chosen person does not have a business card, ask if they would simply write a note to you confirming that the interview had take place. In that case, include the note with the paper.

*Be sure to engage in proper interview etiquette by sending a thank you note to your interviewee for their time!*

<https://goo.gl/c6ox4U>



### Challenge Task 3. TED talk assignment

**Assignment:** This assignment is designed to use all techniques that you learned this term and deliver another speech in TED style. You will develop a “TED” style talk (“TED” stands for Technology, Entertainment, and Design) that blends storytelling, research, oral performance, and images to convince an audience of some key idea or perspective.

#### **Requirements:**

Your TED talk must:

- be 7-10 minutes in length
- include a storytelling component at some point
- be "memorized" (no notes)
- be delivered in an engaging manner to a live audience

#### **Assessment criteria:**

*Your speech will be evaluated based on the following criteria:*

**Purpose/Focus (20%):** How clearly articulated is the “point” of the presentation? Do audiences know what they’re supposed to take away from the presentation? Is the topic fresh and exciting?

**Organization (20%):** Is the speech easy to follow, with adequate transitions to link the important pieces together? Does the discussion unfold in a logical and interesting sequence?

**Development (20%):** Is adequate evidence, examples, and reasoning provided to support important points? Does the discussion reveal the complexity and larger conversation surrounding the topic?

**Delivery (20%):** Does the speaker show passion for the topic? Do all of the elements of the presentation work seamlessly together?

**Clarity/Accuracy (20%):** Is the word choice precise and vivid? Are sentences appropriately varied in length?

#### **Speech topics:**

1. The year that has changed me...
2. 3 people (movies/situations) that have changed me
3. My life philosophy
4. If I had a chance to change something in my life, I would...
5. My biggest achievement so far...
6. When I close my eyes...
7. I’m not who you think I am
8. Life is like a box of chocolates
9. My life principles
10. I’m not who I thought I was
11. Other



<https://goo.gl/PuVg3g>

**UNIT 3: KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE**

**Theme 1: Kazakhstan as a Host of Major Multilateral Platforms  
(4 hours)**

**WARMING-UP ACTIVITY:**

**1. Draw a MIND MAP on the topic “Global engagement of Kazakhstan”. Add these positions to your mind maps:**

- platforms are the main tool of the international cooperation in many areas and their types
- involvement of Kazakhstan in key global social and political affairs
- the reasons for being engaged globally

**2. BUZZ LECTURE:** Using the Mind Map, discuss the following statements and report out key ideas and findings from your discussion. Say which ones you agree/disagree with most and explain what they mean.

The world has never been so complex and challenging, and this is precisely why multilateralism has never been so important. I am convinced that the future of multilateralism, while facing many uncertainties, is bright, because there is no other choice.

**(Director General of UNESCO Irina Bokova)**

“Humanity needs to move from a focus on routine conflict prevention and post-conflict rehabilitation to a new development strategy which would make such conflicts senseless.”

**(President of Kazakhstan Nursultan Nazarbayev)**

Kazakhstan’s foreign policy in general and its multilateral relations in particular has since early days expressed a clear logic: to establish itself as a reliable and constructive international actor.

**(By Johan Engvall and Svante E. Cornell)**

The beating heart of international order and a rules-based multilateralism, the UN is the only universal platform where new ideas can be transformed into norms and where global action can be both credible and legitimate.

**(Director General of UNESCO Irina Bokova)**

### 3. VOCABULARY TASK.

Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say in what situations or contexts they are used. Use them in your own sentences or situations.

abolition	қолдаушы, жақтаушы/сторонник
accumulation	жинақ, қор/накопление
acquisition	парламент мүшесі/рядовой член парламента
ad hoc	жеңуші жақ, тарап/побеждающая сторона
advocate	бөлінген жарна/начисленные взносы
affiliation	стратег-теоретик/теоретик стратег
alien	жәрдемақы/пособие
armchair strategist	қосылу, мүшелік/присоединение, членство
assessed contributions	сайлау бюллетені/избирательный бюллетень
local authorities	жауап реакциясы/ответная реакция
back-bencher	жергілікті басшылық, әкімшілік/местные власти
backlash	аранйы/специальный
ballot	шетелдік, шетел азаматы/иностранец
bandwagon	алу, табыс/приобретение
benefit	жою, тарату/ликвидация, отмена

### READING ACTIVITIES

#### PRE-READING TASK:

#### Task 1. Scientist-Politician-

**Poet:** Describe the following words from the text assuming one of the given roles:

a) a scientist; b) an economist; c) a politician; d) a poet; e) a translator

How would a scientist/politician/economist/poet describe this word?

How would you describe it?

**List of words:** *food security, contributor, peacekeeping mission, transnational threat, microcosm, transport corridor, middle-income country, resolution, vanguard.*

#### To make it clear!

❖ **Connotation** is the emotional and imaginative association surrounding a word.

❖ **Denotation** is the strict dictionary meaning of a word.

**Task 2. Word Meanings: Denotation and Connotation.** Work in pairs, use dictionaries and Internet resources to collect literal and figurative meanings for the following words from the text:

Words	Denotative meanings	Connotative meanings (positive or negative associations)
stance		
obligation		
challenge		
spirit		
family of nations		
outstanding		
seat		
land-locked country		
revenue		
war-torn country		
commitment		
cornerstone		
durable		

**WHILE-READING TASK:**

**Task 3. Read the text applying the strategy INSERT and code the text by using the following symbols in the provided column:**

- √ Something you already knew – “I knew that!”
- ? Something you don’t understand – “I thought differently”
- Something different from what you thought, confuses you – “I don’t understand it”
- ! Something you didn’t know – “I didn’t know that!”

**KAZAKHSTAN’S ROLE IN WORLD PEACEKEEPING AND SECURITY**

<p>Kazakhstan nowadays plays an active role as a regional leader and global partner in matters of energy and food security, as well as a valuable contributor to international peacekeeping</p>	
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missions, taking seriously its international obligations in the fight against transnational threats. In the author's view, Kazakhstan's pro-active stance in mediation and confidence-building in Eurasia is closely intertwined with its inner policy of tolerance, interethnic and interreligious cooperation.

As the ninth largest country in the world, with a rich and diverse history spanning more than two thousand years, modern Kazakhstan in two and a half decades of independence and sovereignty has proven its diplomatic capabilities to address and solve some of the most difficult issues on the global peace and security agenda. As a regional leader and global partner in matters of energy and food security and a valuable contributor to international peacekeeping missions my country wishes to bring its unique experience and expertise to bear on some of the pressing challenges currently facing the United Nation's Security Council.

Home to over 130 nationalities and ethnic groups, my country is a microcosm of the United Nations. In the spirit of a committed and principled partner in the family of nations, in September 2013 the Republic of Kazakhstan announced its bid to become a non-permanent member of the UN Security Council in the years 2017- 18. This bid is aimed at four targets: food security, water security, energy security and nuclear security. And hence it is appropriate to underline that Kazakhstan had been at the vanguard of nuclear disarmament and it is worth to remind of President Nursultan Nazarbayev's historic decision to close the second largest nuclear test site in the world and give up voluntarily the world's fourth largest nuclear arsenal.

Along with other countries in the region, Kazakhstan has established Central Asia as a nuclear weapon-free zone, which entered into force in March 2009. Kazakhstan has also initiated the development of a Central Asian action plan to strengthen nuclear security, prevention of nuclear

proliferation and nuclear terrorism. In December 2009 at the initiative of Kazakhstan, the UN General Assembly adopted resolution 64/35, declaring the 29th of August as the International Day against Nuclear Tests. Active ongoing engagement with the International Atomic Energy Agency, the Comprehensive Nuclear-Test-Ban Treaty Organization demonstrates the country's outstanding leadership and strong commitment to non-proliferation.

The long-term goals and strategic priorities of Kazakhstan adhere to a balanced and consistent multilateral foreign policy, aimed at further strengthening relations with the UN and other international organizations. Within this context, the country had successfully chaired a number of key multilateral organizations: the OSCE in 2010, hosting the Astana Summit, Ministerial Conference of the Organization for Islamic Cooperation in 2011, resulting in creation of the OIC Institute for Food Security and the OIC Commission on Human Rights; the Conference on Interaction and Confidence-building in Asia, initiate« by the President of Kazakhstan Nursultan Nazarbayev during the 47th session of GA; the Shanghai Cooperation Organization in 2010-2011; Kazakhstan is also active in the Cooperation Council of Turkic speaking countries.

Today, as it has been mentioned above, Kazakhstan is a first-time candidate, running a campaign for a non-permanent seat in the United Nations Security Council for the next two years. To this end, I would say, it is the right time and the right place to outline a few more details related to the contribution of Kazakhstan to global peace and security, human rights, rule of law, and sustainable development. Kazakhstan is a stable, progressive and peaceful middle-income country with one of the world's fastest growing economies, achieving Millenium Development Goals and international standards. The country is one of the key players in the Eurasian security community with

its pro-active stance in mediation and confidence-building in Asia. Being the world's largest land-locked developing country, Kazakhstan is playing an active role in the realization and implementation of the new international Silk Road Project. Today this powerful transport corridor passes through five vast regions of the country earning not only revenues to the budget of the Republic but also strengthening peace and economic security in the whole Eurasian space. Kazakhstan supports the increasingly diverse mandates of peacekeeping missions with a strong focus on peace-building activities in war-torn countries and their reintegration into regional and international structures. Kazakhstan adheres to the position that the use of force to promote peace must remain a last resort, in accordance with the provisions of the UN Charter.

Kazakhstan is a strong supporter of UN peacekeeping operations and maintains a clear position that these operations have to be carried out only in accordance with the UN Security Council resolutions and in strict compliance with the international law. Kazakhstan takes seriously its international obligations in the fight against international threats. As part of its commitment to implementing UN resolutions, the country works closely with the Anti-Terrorism Committee of the Security Council, and has joined the multilateral combat against terrorism and transnational crime, illegal trafficking of drugs, arms and human beings. It is also worth to mention that the country is strongly committed to strengthening the rule of law and good governance as seen in its close work with the UN, the OSCE and the Council of Europe in order to undertake further democratic reforms. The 2013 election to the UN Human Rights Council for three years is a reflection of the country's determination to make human rights and democracy, the rule of law and fundamental freedoms the cornerstone of progressive development at home and internationally.

As one of the most multi-ethnic countries in the world with 140 ethnical and 17 confessional groups, Kazakhstan has achieved durable peace, stability, and also initiated an ongoing international inter-religious platform, organized every three years, through the Congress of Leaders of World and Traditional Religions, held five times in Astana between 2003 and 2015. At the initiative of Kazakhstan the UN took decision on proclamation of an International decade for the rapprochement of cultures from 2013 to 2022.

Since development, environmental protection and security are interrelated, Kazakhstan has been promoting the “Green Bridge” Partnership Program initiated by Kazakhstan at Rio+20 UN Conference on Sustainable Development. Realizing that energy will have an increasing impact on our collective future security, Kazakhstan has chosen the theme “Future Energy” for Expo 2017 to be hosted in Astana.

We support the principle of fair and equitable geographical rotation and adequate representation of all Member States of the Asia-Pacific Regional Group on the Security Council. It is clear that the vast Central Asian region will remain strategically and vitally important on the global agenda. We believe the priorities and challenges of this region will be represented in the Security Council and Kazakhstan is ready to play this role.

*by Adil Akhmetov, Member of the Elders' Council of Turkic speaking countries' Cooperation Council Source:*



*<http://e-history.kz/en/contents/view/5108>*

**POST-READING TASK:**

**Task 4. Having finished doing the INSERT strategy, share the key results and findings on the text with your groupmates.**

**Task 5. Group-work:** Design a **FACTSHEET** based on the content of the text. A factsheet should profoundly summarize the text content.

**Here are the steps to follow when creating a fact sheet:**

**Step 1.** One page is the best, in order to make it readable, use a poster paper

**Step 2.** As a group activity, have each member write one to two sentences about what the fact sheet should focus on, then have a group discussion to come to an agreement on a final focus based on the content of the text.

**Step 3.** Brainstorm a list of facts, and note where the facts might be found in the text. Then narrow the list down to 10 facts, and decide how to present each fact in the factsheet.

**Step 4.** Design the fact sheet. Your fact sheet could be a simple list of the facts, or it could be a visual representation. Work as a team to edit the fact sheet to make sure all the information is communicated clearly.

**Step 5.** As a team, be ready for the oral presentation of the factsheet.

**Task 6.** Your teacher has asked you to bring to class a news report about landmark events regarding education, culture, politics and religion that were held in Kazakhstan. Prepare a detailed report of the chosen news following the tips for writing a news report.



*Read more at <https://www.wikihow.com/Write-a-News-Report> or see the annex 1.*

**Task 7. Speak on the membership of Kazakhstan in the following international organizations. Dwell on the aims and functions of given international organizations.**

- Eurasian Economic Union (EEU)

- International Monetary Fund (IMF)
- The Collective Security Treaty Organization (CSTO),
- Organization for Security and Cooperation in Europe (OSCE)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- World Health Organization (WHO)
- World Trade Organization (WTO)
- United Nations Children’s Fund (UNICEF)
- The Shanghai Cooperation Organization (SCO)
- The North Atlantic Treaty Organization (NATO)
- Organization of Islamic Cooperation (OIC)

**Task 8. Translate these acronyms into Kazakh/Russian. What are the ways of rendering acronyms in translation and interpretation practice?**

**VIDEO LESSON ON THE THEME  
“SYRIA TALKS IN ASTANA AIM FOR LASTING  
CEASEFIRES”**

**PRE-WATCHING TASK:**

**Task 1. Explore the pictures. Choose one of them and answer the following questions:**

- Knowledge: *What items or people can you name with the vocabulary you know?*
- Comprehension: *What is happening in the photo?*
- Application: *What one sentence caption would you write?*
- Analysis: *Where do you think they are?*
- Synthesis: *What might they be thinking?*
- Evaluation: *What kind of emotions and feelings does this photo evoke? Why?*

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE



#### Task 2. Handling new vocabulary from the video.

Match the terms or words, collocations from the video to the right definition and give Russian/Kazakh equivalents

№	Words		Definitions	Equivalents
1	implementation plan	A	It is an arrangement in which countries or groups of people that are fighting each other agree to stop fighting	
2	de-escalation zone	B	It is a government that is temporarily set out to prepare the way for a permanent government	
3	ceasefire	C	It describes how the information system will be deployed, installed and transitioned into an operational system. This document contains an overview of the system, a brief description of the major tasks that should be put into practice, the overall resources needed to support the implementation effort (such as hardware, software, facilities, materials, and personnel), and any site-specific implementation requirements	
4	lay the ground to	D	To come to an agreement	

UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

5	to reach consensus	E	Areas where the tensions (military conflicts) decrease in intensity or magnitude	
6	troops	F	A type of a diplomat, employed and trained by the United Nations for a specific purpose in a specific country where appropriate	
7	brokered talks	G	Done, said, given, etc. reluctantly	
8	military gains	H	A group of soldiers	
9	transitional government	I	A formal discussion or negotiation arranged or controlled by brokers and especially power brokers	
10	unwillingness	J	To pave the way for something	
11	the UN envoy	K	Successful efforts related to military actions	

**WHILE-WATCHING TASK:**

**Task 3. As you watch the video, fill in the gaps with one or more words:**

1. Brokered-by \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ focus on the discussion is ending the fighting in Syria and complementing \_\_\_\_\_ in Geneva on the political future of the country.

2. \_\_\_\_\_ is exactly the additional tool which helped groups to reach some \_\_\_\_\_ \_\_\_\_\_ on the ground which basically lay the ground to further negotiations,” Alexey Khlebnikov, of the Russian International Affairs Council, told Al Jazeera.

3. But \_\_\_\_\_, who have moved there, expecting them to be safer, say they continue to face with \_\_\_\_\_ and heavy gun-fire.

4. The main Syrian opposition insists president Bashar Al Assad has no role in a future \_\_\_\_\_ \_\_\_\_\_.

5. The \_\_\_\_\_ of the situation on the ground in Syria and the lack of \_\_\_\_\_ over which countries could potentially offer troops to monitor these zones show just how \_\_\_\_\_ reaching consensus here could be.

**Task 4. As you watch, answer the following questions in key words:**

1. How many rounds of Syrian peace talks were held in Astana?
2. How is the agreement, that was signed by Russia, Tukey and Iran in May, called?



3. What gives Syrian government forces an opportunity to make further military gains?

4. Why have they refused any suggestions that Russian or Iranian soldiers could be part of any force that monitor these de-escalation zones?

5. Where is the Idib, one of the Syrian provinces and de-escalation zones situated?

6. According to the video, who held face-to-face discussions on this topic?

7. What will be in the heart of talks in Astana again? Why?

### POST-WATCHING TASK:

**Task 5.** Give your own understanding and evaluation, based on the content of the video “Syria talks in Astana aim for lasting ceasefires”.

**Situation #1.** To what extent do you believe the United Nations as a peace making organization could help to settle Syria’s inner problems?

**Situation #2.** Could the Syria peace talks in Astana be considered a success if the final joint statement and solution was only “to establish a trilateral mechanism to observe and ensure full compliance with the ceasefire”, which is obviously too far from the peaceful ending of the 6-year civil war in Syria? Why were the Syria peace talks in Astana closed with no peace-determining decision?

**Situation #3.** Is the Central Asian nation an ideal mediator for international disputes? Why was exactly the Astana platform chosen as a much-needed venue for resolving conflicts beyond Syria? What was the role of Kazakhstan in Astana Process Syria Peace Talks?

To make it clear!

Simulation is a mode of instruction that relies on imitating or estimating how an event, process, skill, or behavior might occur in a real situation. This format is best used when content can be conveyed through a single example which can be replicated on-site.

- Pre-conference, presenters prepare their simulation scenario
- Onsite, presenters and attendees perform the simulation live
- Debrief is conducted and key learning discussed

*The direct link to the video: <http://www.aljazeera.com/video/news/2017/09/astana-6-syrian-peace-talks-kick-kazakhstan-170914064805888.html>*



### Case studies: Simulation

**I. Preparation stage:** Analyze the following sample of meeting protocol in the UN which was dedicated to the situation in Mali. Speak on the main principles the protocol and pay attention to the lexical peculiarities of the given meeting record. What can be inferred about foreign policies reflected in the speeches of member countries representatives? Compare and contrast the delivered speeches.

To make it clear!

- ❖ Two or more views on a controversial issue are presented and debated.
- ❖ A moderator may challenge panelists and sharpen the focus of discussion. This format is best used when a few varied perspectives can be included in a session.
- ❖ -Panelists are chosen pre-conference and given the topic for discussion
- ❖ -Onsite, panelists are asked questions by a moderator and the audience
- ❖ -Audience feedback is encouraged

**II. Task management stage:** Distribute roles and simulate the following situation:

Divide into groups of 3 students and choose the country/organization you wish to represent:

- Turkey
- Chechen Republic
- Kazakhstan
- the USA
- UN

Based on the sample meeting record given in the task 4, make a statement upon the situation in Myanmar and propose a draft resolution ensuring peace and security in that region. Use the unit wordlist.

**III. Post – simulation activity:** 1. How did Kazakhstan, being a member of the UN Security Council, express concern over Myanmar’s Muslim community situation?

**2. Controversy Panel on the topic:**

**“Kazakhstan as a host venue for the talks to resolve Rohingya crisis in Myanmar: pros and cons”.**

Choose you side and present 2 strong and profound arguments to debate on a controversy panel.



<https://goo.gl/YdqPLD>

The instruction of how to run a panel debate is here: <http://www.leagueofyoungvoters.co.uk/wp-content/uploads/2015/09/How-to-run-a-debate-panel-LYV-guides.pdf>

Use suggested words, terms, and collocations in the unit 1 wordlist.

**READING ACTIVITIES:**

**PRE-READING TASK:**

**Task 1: A)** Divide into three groups and before reading the article fill in the “K” column to share as a group what you **KNOW** about the subject/issue. After fill in the “W” column what you **WANT TO KNOW** about the given topic/issue. After having read the article fill in the “L” column to share what you **LEARNED** about the topic/issue.

<b>KNOW</b>	<b>WANT TO KNOW</b>	<b>LEARNED</b>

**B.** Look at the headline of the article. What do you think this article is going to be about?

**C.** Read the first and the last paragraphs and the first sentence of the

article. What do you think this passage is going to be about?

**D.** Now quickly scan the passage and circle all the words that have a connection to the title.

**E.** Scan the passage and cross out all the words you do not know. And try to guess the shortenings and abbreviations which are used in the text for what they stand for.

**F.** After looking at the headline and the first paragraph, make up some questions you think this article might answer.

**G.** What kind of article is this? Why would somebody read this? For information? For pleasure or any other reasons?

### **PUGWASH AND KAZAKHSTAN'S CAMPAIGN FOR NUCLEAR DISARMAMENT**

*No country in peacetime has suffered more from nuclear testing than Kazakhstan or done more to champion the cause of disarmament.*

By Kassym-Jomart Tokayev (August 23, 2017)

When the first Pugwash conference met 60 years ago, the risk of nuclear war was severe. The Cold War was at its height and the world was in the middle of a terrifying arms race. The fear was that nuclear weapons might be used, either deliberately or by accident, to trigger a global catastrophe.

This threat to all humanity led eminent scientists from the nuclear powers to bring their voices together to warn of the dangers of nuclear weapons proliferation. Galvanized by warnings from Albert Einstein, whose work inadvertently opened the door to the nuclear age, they met in Pugwash, Canada to encourage countries to move towards nuclear disarmament.

Six decades later, the Cold War is long over. While tensions and misunderstanding between the major powers remain – and need to be reduced – the prospect of these powers going to war has all but disappeared. But this does not mean the dangers that nuclear weapons pose have vanished.

In recent years, we have seen new threats emerge. There is now a major risk of nuclear weapons and technology falling into the hands of terrorist groups. These fanatics have been actively seeking such weapons and would not hesitate to use them. Their aim would be to cause as much death and

destruction as possible in pursuit of their perverted goals.

We have also seen as well new states attempting to acquire nuclear weapons. In recent months, North Korea, for example, has been carrying out nuclear and missile tests in defiance of international agreements. These programs have increased fears and led to rising regional and global tensions.

It is this somber background which makes the Pugwash Conference on Science and World Affairs in Astana this week both relevant and important. More than 200 international experts will meet in Kazakhstan's capital to discuss how to make progress on global nuclear security and disarmament.

Among the topics to be debated are strengthening the nuclear test ban and how to work together to combat terrorism. Regional issues, with global significance, such as the challenges of peacebuilding in Afghanistan are also on the agenda.

There is, of course, good reason for Astana to host this influential international forum. No country in peacetime has suffered more from the impact of nuclear weapons than Kazakhstan or done more, by our actions or our campaigning, to champion the cause of disarmament.

Over 40 years, our country was the setting for almost 500 nuclear tests above and under the ground. These explosions have left a terrible legacy in terms of damage to human health and our environment. Thousands of our citizens have suffered illness or birth defects while large areas of land remain contaminated.

This terrible history explains why our country has taken such a strong stand against nuclear weapons. We voluntarily gave up the world's fourth largest nuclear arsenal which we had inherited upon the breakup of the Soviet Union and have taken every step to encourage other countries to follow our example.

We have taken a global lead as well against nuclear tests. Even before we became fully independent in 1991, our President Nursultan Nazarbayev closed the Semipalatinsk testing site. The date of this decision – August 29th – is now officially recognized by the United Nations, at our initiative, as the International Day Against Nuclear Tests.

It is fitting, too, that August 29th has been chosen for the official ceremony to mark the opening of the International Atomic Energy Agency's

Low Enriched Uranium (LEU) Bank which has been sited in Kazakhstan. The bank is an important and practical step to prevent nuclear proliferation and reduce tensions while allowing countries to develop civilian nuclear programs.

The confidence that the LEU Bank gives of a guaranteed supply of enriched uranium has already helped reach international agreement with Iran over its nuclear program. It highlights what can be achieved to make our world safer from the threat of nuclear weapons through dialogue and cooperation and must provide a model for further steps towards disarmament in the years to come.

The campaign to rid our world of nuclear weapons is, as President Nazarbayev rightly told the United Nations, the cause of our time. We must all hope the frank and open discussions that will take place at the Pugwash Conference – 60 years after that first memorable meeting – helps move us closer towards this critical goal.

**WHILE READING TASK:**

**Task 1.** As you read the text, write out unfamiliar words and complete the given table:

Unfamiliar word	Context meaning	Part of speech of the word	Syntactic function of the word in the sentence	Translation of the word

**Task 2.** *Distinguishing Between General and Specific Information.* Based on the content of the text, compare the two statements and choose the number that best describes them.

1. Statement A is more general than statement B.
2. Statement B is more general than statement A.
3. The statements are equally general or specific.

1. Your answer:
<b>A.</b> The Pugwash Conferences on Science and World Affairs is an international organization that brings together scholars and public figures to work toward achieving a world free of nuclear weapons and other weapons of mass destruction.
<b>B.</b> There are many important political issues that The Pugwash Conferences on Science and World Affairs seeks to deal with.
2. Your answer:

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

**A.** The stimulus for this first Pugwash meeting was the «Manifesto» issued in 1955 by Bertrand Russell and Albert Einstein, which called upon scientists of all political persuasions to assemble to discuss the threat posed to civilization by the advent of thermonuclear weapons.

**B.** Drawing its inspiration from the Russell-Einstein Manifesto of 1955, which urged leaders of the world to “think in a new way”: to renounce nuclear weapons, to “remember their humanity” and to find peaceful means for the settlement of all matters of dispute between them.”

3. Your answer:

**A.** Terrorist groups have been actively seeking nuclear weapons and technology to cause as much death and destruction as possible in pursuit of their perverted goals

**B.** There is now a major risk of nuclear weapons and technology falling into the hands of terrorist groups.

4. Your answer:

**A.** In recent months, North Korea has been carrying out nuclear and missile tests in defiance of international agreements.

**B.** North Korea has defiantly carried out missile test-launches despite global condemnation.

5. Your answer:

**A.** More than 200 international experts will meet in Kazakhstan’s capital to discuss how to make progress on global nuclear security and disarmament.

**B.** To discuss the ways of achieving progress on global and nuclear security and disarmament, over 200 worldwide experts will meet in Astana.

6. Your answer

**A.** This terrible history explains why our country has taken such a strong stand against nuclear weapons.

**B.** We have taken a global lead against nuclear tests because Kazakhstan was the setting for almost 500 nuclear tests above and under the ground over 40 years.

#### **POST READING TASK:**

**Task 3. Retell the article expressing your attitude towards the facts or points mentioned in the article. Use the words from the completed table.**

**Task 4. Make up a newspaper analysis of the article according to the suggested scheme of analysis (See the annex 2).**

**Task 5. Write a letter to government officials explaining why North Korea on the verge of catastrophe at Nuclear Test Site and offering suggestions and measures to be undertaken to stop North Korea nuclear tests. Not less than 200 words. Use the unit wordlist.**

**Project work:**

### Rapid-fire session

Your teacher has asked you to bring to class a presentation on the topic: “25 achievements in 25 years of Kazakhstan’s Diplomacy”.

Prepare a detailed but fast-paced presentation about the role of our country as a platform for international cooperation including the following information:

1. *Kazakhstan as the most proactive and innovative former Soviet republic in the sphere of international cooperation.*

2. *Kazakhstan’s efforts to play a prominent role in the field of peaceful nuclear technology.*

3. *Kazakhstan’s approach to Eurasian integration.*

4. *Kazakhstan has accorded considerable energy to its interactions with the OSCE, EU and NATO.*

5. *Kazakhstan as a non-permanent seat at the UN Security Council for 2017.*

6. *EXPO in Kazakhstan.*

You may want to dwell on other achievements of our country internationally over the past 25 years depending on the presentation focus.

How did all these events contribute to the political profile and image of our country in the world arena?

Be ready for the oral presentations, where you get 5 minutes to present 3-4 slides, summarizing the research on the topic.

To make it clear:

Rapid Fire sessions consist of multiple fast-paced presentations on the same topic. These sessions are designed to keep the information flowing and the audience fully engaged.

It consists of one moderator and 4 presenters;

Each presentation is exactly 5 minutes with no more than 4 slides;

Each presentation is followed by 3 minutes of Q&A facilitated by the moderator.



**UNIT 3: KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE**

**Theme 2: Regional and Global Security Systems  
(4 hours)**

**WARMING-UP ACTIVITY:**

**1. Your teacher has asked you to bring to class current news or issues about regional and global security. Prepare two or three brief news about world security today and then report to class.**

**2. BUZZ LECTURE:**

Which ones you agree/disagree with most and explain what they mean. What can you say about people who said these quotes or sayings? Do you know them and say do they refer to the politics?

Politics are almost as exciting as war, and quite as dangerous. In war you can only be killed once, but in politics many times.

**Winston Churchill**

Those who say religion has nothing to do with politics do not know what religion is.

**Mahatma Gandhi**

In a time of domestic crisis, men of goodwill and generosity should be able to unite regardless of party or politics.

**John F. Kennedy**

One of the key problems today is that politics is such a disgrace, good people don't go into government.

**Donald Trump**

Peace is not the absence of conflict, but the ability to cope with conflict by peaceful means.

**Ronald Reagan**

Share your smile with the world. It's a symbol of friendship and peace.

**Christie Brinkley**

Peace begins with a smile.

**Mother Teresa**

Peace is the beauty of life. It is sunshine. It is the smile of a child, the love of a mother, the joy of a father, the togetherness of a family. It is the advancement of man, the victory of a just cause, the triumph of truth.

**Menachem Begin**

### 3. VOCABULARY TASK.

Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say in what situations or contexts they are used. Use them in your own sentences or situations.

big shot	мемлекеттік қызмет/государственная служба
bipartisan(ship)	құпия, заңсыз сауда/тайная торговля (контрабандными товарами)
blackmail	қосымша сайлау/дополнительные выборы
blanket rejection	лауазымы, шені жоғары тұлға/крупная фигура, босс, крупный политический деятель
block leader (captain)	жұмысшы/рабочий
to be a real blockbuster	біртума ой/оригинальная мысль, идея
blue-collar worker	газетшілер көтерілісі/прекращение выпуска газет, забастовка газетчиков
to boost prices	жетіспеушілік, қиындық/трудность, проблема в экономике, нехватка
bootlegging	ірі қаржы/крупный капитал
bottleneck	жергілікті саяси тұлға/местный политический деятель
brain child	бопсалау/шантаж
big business	бағаны көтеру/повышать цены
by- election	өлім жазасы/смертная казнь
capital punishment	толығымен бас тарту/полный отказ
career service	жақсы нәтижеге жету/иметь потрясающий успех

**READING ACTIVITY**

**PRE-READING TASK:**

**Task 1: K-W-L Chart**

A. Divide into three groups and before reading the article fill in the “K” column to share as a group what you **KNOW** about the subject/issue. After fill in the “W” column what you **WANT TO KNOW** about the given topic/issue. After having read the article fill in the “L” column to share what you **LEARNED** about the topic/issue.

KNOW	WANT TO KNOW	LEARNED

B. Look at the headline of the article. What do you think this article is going to be about?

C. Read the first and the last paragraphs and the first sentence of the article. What do you think this passage is going to be about?

D. Now quickly scan the passage and circle all the words that have a connection to the title.

E. Scan the passage and cross out all the words you do not know. And try to guess the shortenings and abbreviations which are used in the text for what they stand for.

F. After looking at the headline and the first paragraph, make up some questions you think this article might answer.

G. What kind of article is this? Why would somebody read this? For information? For pleasure or any other reasons?

**Task 2. Group work**

Divide into two groups and write down or name security risks and threats. First, list them and then give some possible solutions. Read the text and find out if the security risks and threats you mentioned coincide with ones in the text. What about the solutions?

**Task 3:** There are a few abbreviations in the article. Before reading the article try to guess what they stand for, or search in the net their meanings. What do they refer to in the article? Later check with the teacher. Translate them into Kazakh/Russian.

*CA; CSTO; CICA; SCO; USSR; OSCE; NATO; USA; EU*

**COUNTERACTION OF REGIONAL THREATS TO  
KAZAKHSTAN' SECURITY**

22 June 2014

The listed in previous articles complex of risks and threats allows to draw a conclusion that problems of both internal, and external character in the CA countries accrue, moreover, the region is in an epicenter of strategic interests, both world and regional powers. On a background of such regional and global situation one of the most important problems are complication of mutual relations between the CA states, a number of interstate or inter-regional problems which is difficultly solved, it can to escalate conflicts, and as a whole to aggravate a situation in region.

Thus, we thought fit to outline three levels of effective counteraction to security threats:

1. Interstate level means an adequate management of national security and stability threats through internal tools and leverages.

2. The regional level is necessary for coordination of the CA countries joint efforts in struggle against the threats in economic, social, political, ecological spheres.

3. The third level — external, it includes institutional, trans-regional and global levels. It should provide security through activity coordination of international organizations and first of all the CSTO, CICA, SCO. For security preservation it is necessary to maintain strategic cooperation with China and allied relations with Russia, constructive interaction with the USA, the EU countries and such organizations as the OSCE and NATO.

Taking into account a difference of states' interests in sphere of economic and political development of the region, one of the most acute issue is development of regional security system. However the existing CA regional security system has already proved its ability to react on geopolitic challenges, the processes occurring in the frameworks of the CSTO, CICA and SCO are eloquent examples. Strengthening of a military-political component within the framework of regional international institutes testifies to formation of effective regional security system, invoked to guarantee military-political, social and economic stability of region.

For Kazakhstan, the question of regional security maintenance stands very sharply in fact besides other, the country possessed the nuclear weapon getting in the inheritance from the former USSR. Kazakhstan's voluntary nuclear disarmament and given by nuclear powers security guarantees became factors assisting to elimination of traditional military threats in the region. Kazakhstan's policy in the field of disarmament and non-proliferation is caused by a foreign policy course and its main principles, represented by adherence to the international security consolidation, development of inter-state cooperation, increasing role of the international organizations in global problems and conflicts settlement.

Interaction in sphere of regional security maintenance is a firm foreign policy priority of Kazakhstan. The role of our Republic in all regional international structures is high, especially in intergovernmental mutual-security organization such the CSTO, CICA and SCO. Counteraction to terrorism and international organized crime demands close interaction of all countries, first of all, at a political level. For successful struggle against extremism and terrorism it is necessary to arrange, directed on revealing of extremist ideologies, preventions and suppressions of terrorism. The factors promoting display of security threats in the region, demand more careful studying, it needs joint realization efforts of the CA states. In maintenance of social and political stability, economic growth in the Central Asia as a basis of regional security preservation the most essential are the following directions of Kazakhstan's foreign policy activity:

1. Formation of effective system of regional and national security. Assistance to settlement of conflict situations in zones adjacent to the CA countries, especially in Afghanistan.

2. Preservation of political and macroeconomic stability in the region, stability of national political systems on the basis of strengthening of a democratic institutes role, social and economic development and increasing a level of population life quality.

3. Management of geopolitical and geoeconomical problems. Active occurrence of the CA states' economies in global trade and economic

relations and adaptation of national economic models to mechanisms of the global market.

Certainly, in regional security issues Kazakhstan follows especially pragmatic reasons which essence is reduced to the following: stability in any country can be provided only with creation around it so-called «security zone», hence the regional cooperation in realization of collective measures on stability maintenance in the Central Asia and in the world is especially important.

Thus, Kazakhstan became the leader by quantity of undertaken steps and measures in security strengthening not only in the region, but also all over the world. The authority of our President and our State allow to realize initiatives on maintenance of national and international stability. N. Nazarbayev emphasized that Kazakhstan situated in the heart of Eurasia, sensitively feels an urgency of joining efforts necessity in search of answers to a wide spectrum of threats both global, and regional security. The President has expressed confidence, that original security can be provided only through wide interaction, creation of regional security architecture, constructive cooperation on the basis of international law. Having expected a course of the world history, our President N. A. Nazarbayev has staked on multilateral institutes that has allowed to carry out not only external, but also internal development purposes of Kazakhstan.

Makubayev Yu.

Master of Humanitarian Sciences



Source: <https://goo.gl/rvwNK9>

Source: <http://e-history.kz/en/contents/view/2161>

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**WHILE-READING TASK:**

**Task 4.** Find out the three levels of effective counteraction to security threats and give your attitude to each of them. Do you agree or disagree with them?

**Task 5.** Agree or disagree with the statement from the text “For security preservation it is necessary to maintain strategic cooperation with China and allied relations with Russia, constructive interaction with the USA, the EU countries and such organizations as the OSCE and NATO”.

What relations Kazakhstan has with these countries? Do the relations with these countries maintain international security? What steps or measures undertake these countries do for national security?

**POST-READING TASKS:**

**Task 6.** After reading the article retell it expressing your attitude towards the facts or points mentioned in the article, or role play as a translator to inform the brief information from the article.

**Role play:**

*Student 1:* Begins retelling one paragraph or one key point from the article.

*Student 2:* Translates the paragraph or one key point that his/her partner retold into his/her mother tongue.

*Student 1:* Continues retelling other key points in his/her mother tongue.

*Student 2:* Continues translating the retold paragraph of his/her partner into English.

**Task 7.** Make up a newspaper analysis of the article according to the suggested scheme of analysis (See the annex 2).

**Task 8.** Bring articles from a newspaper on the topic discussed in the article and share ideas with your groupmates.

**Task 9.** Translate the state document “Republic of Kazakhstan and European Countries: Cooperation for Regional Security.” Students divide six parts to make an appropriate translation from English into Kazakh/Russian. Before translating the text, work on the unknown words. First,

underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian (See the annex 3).

**Task 10. Counteraction to terrorism is one of the priority directions in ensuring national security of Kazakhstan**

Make a detailed analytical research on Kazakhstan's internal and external policy in counteraction with regional and international threats.

What are the main activities of Kazakhstan in fighting against terrorism and extremism?

Does Kazakhstan strictly fulfill the requirements of the Resolution of UN Security Council?

Analyze the claim: "Our country supports efforts of the international community on fight against terrorism, develops full cooperation and interaction in practice.

**Task 11. Debating on the following security situations:**

**A.** Some political scientists doubt the role of Nursultan Nazarbayev, the role of Kazakhstan in Eurasia and importance of Kazakhstan in maintaining regional security. Support, modify, or refute this decision, providing specific evidence to justify your answer.

**B.** Some people assume that Kazakhstan should not aim at being a member of international organizations, in particular, of those that are ruled by Europe and the USA. They claim "once you are a member of these international organizations, you will be dominated and controlled by them". Some others believe that as the young country Kazakhstan should strive to be a member of various international organizations as long as there are only benefits of this kind of membership. Which of these assumptions do you support? Why? Why not? Critically discuss it and give more evidence to justify your choice.



**VIDEO LESSON ON THE THEME  
“5 IMPORTANT STRATEGIC DIPLOMATIC WINS OF  
NARENDRA MODI”**

**Watch a video and do the following tasks:**

**Task 1.** Before watching a video on *Youtube*, find out many words, phrases, collocations on the topic “diplomacy”. Be sure if you can comprehend the words of the video and translate them properly into your mother tongue. Find out much information about Narendra Modi. Have you known him? Did you hear about him before?

**Task 2.** Translate the video to your mother tongue and record your voice on the “Audacity” programme. Later, your teacher checks and assesses your translation.

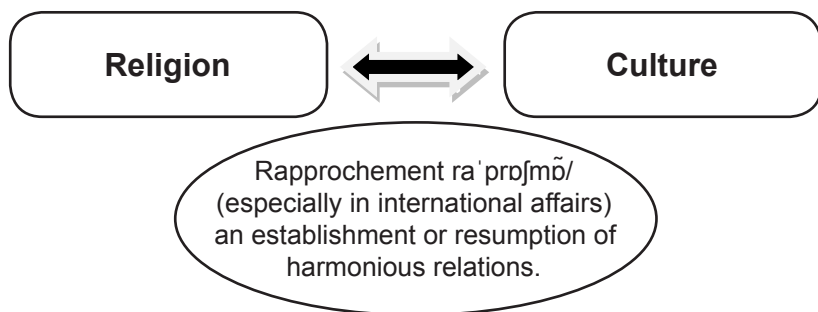
**Task 3.** Make a special report or presentation about popular leaders, statesmen of the Republic of Kazakhstan. State out their roles in improving regional and global security systems, give your comparative analytics on their state works.

**UNIT 3: KAZAKHSTAN AS A CRADLE OF  
STABILITY AND PEACE**

**Theme 3: Rapprochement of cultures and religions  
(4 hours)**

**WARMING-UP ACTIVITY:**

1. Draw **a mind map** on the topic “Rapprochement of cultures and religions”. Think from the following angles suggested below:



2. Divide into **small groups** of 3 students and choose one quotation. Referring to Task 1, discuss it, say if you agree or disagree and explain why.

We may have different religions, different languages, different coloured skin, but we all belong to one human race.

**Kofi Annan**

My religion is very simple. My religion is kindness.

**Dalai Lama**

Religion is meant to teach us true spiritual human character. It is meant for self-transformation. It is meant to transform anxiety into peace, arrogance into humility, envy into compassion, to awaken the pure soul in man and his love for the Source, which is God.

**Radhanath Swami**

Freedom of speech does not mean freedom of offending culture, religion or traditions.

**Staffan de Mistura**

**3. In pairs or small groups, discuss the following statements.**

- Interreligious and intercultural dialogue helps overcome *conflicts* in our societies (for example?).
- There are various *challenges* that divide humanity into *social categories* (what social categories, where?).
- Different *international organizations* take part in promotion of mutual understanding (think of few global or local organizations).

**VOCABULARY TASKS**

1. Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say what situations or contexts they are used. Use them in your own sentences or situations.

to carry an election	төраға, төрайым / председатель
case studies	сауда палатасы / торговая палата
casting vote	танымал көшбасшы / популярный лидер
Chairman	делегация басшысы / глава / руководитель делегации
deputy chairman	қала жаңалықтары бөлімі / отдел городских новостей
chamber of commerce	мемлекеттік қызметкер / государственный служащий
champion of peace	нақты зерттеулер / конкретные исследования
to channel aid	бейбітшілік жолындағы күрескер / борец за мир
charisma rating	танымалдық деңгейі / степень популярности
charismatic leader	төраға орынбасары / заместитель председателя
charter member	теріс әсер / отрицательное влияние
Chief Delegate	негізін салушы / член-основатель
chilling effect	төрағаның шешуші даусы / решающий голос председателя
city desk	сайлауда жеңу, жеңіске жету / победить на выборах
civil officer	көмек қолын жөнелту / направлять помощь



2. Look at the picture on the left. What can you see? What do you think the missing piece can embody?

3. Read the title of the text below. Do you think it matters if some countries decline to cooperate with each other?

4. Read the text and underline the following words. With a partner, say what you think they mean.

diversity reinforce deadlock undermine violence  
vulnerability divisiveness frontier dignity sustain

**THE INTERNATIONAL DECADE FOR THE  
RAPPROCHEMENT OF CULTURES**

The International Decade for the Rapprochement of Cultures was born of the need for new articulations between cultural diversity and universal values. Recurrent cycles of deadlock and conflict undermine governance and legislation at international, national and local levels preventing long-term peace and development. The challenges are often multidimensional and interrelated, and their impacts cross conventional borders, thus revealing a pervading vulnerability at global level and the accompanying need for a global response. From a policy and governance perspective, this has rendered new levels of complexity in addressing challenges. It has also reinforced the need for a more inclusive and participatory notion of development, including integrated approaches that tackle the issues at hand as well as their foundations. The Decade has come into being in an era marked by increased divisiveness, and learning to live together in the 21st century presents a new frontier for managing cultural diversity. Respect for the inherent dignity of all persons underpins the values of the Decade and is one of the core pillars of the UN system, to ensure that all people have equal rights and opportunities to shape their future. These principles are reflected in the values of many cultures around the world. Intercultural dialogue denotes an open process of exchange and respect between individuals and groups of different cultures, points of view and aspirations. In such a way, the respect for and exercise and enjoyment of human rights and fundamental freedoms are crucial to sustaining the rapprochement of cultures as the central aspiration of the Decade.

*(Source: UNESCO Roadmap “Rapprochement of cultures”)*

**5. Read the text again and match the words you have underlined to the following definitions.**

<b>1</b>	Dignity	<b>A</b>	lessen the effectiveness, power, or ability of, especially gradually or insidiously
<b>2</b>	Frontier	<b>B</b>	cause (a situation or opposing parties) to come to a point where no progress can be made because of fundamental disagreement

UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

3	divisiveness	C	the extreme limit of understanding or achievement in a particular area
4	vulnerability	D	To make smth stronger or more intense
5	to undermine	E	a range of different things
6	deadlock	F	the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.
7	to reinforce	G	the state or quality of being worthy of honour or respect; a high rank or position
8	to sustain	H	behaviour involving physical force intended to hurt, damage, or kill someone or something
9	Diversity	I	strengthen or support physically or mentally
10	Violence	J	a tendency to cause disagreement or hostility between people.

**6. A lot of common words can be used in different contexts. Complete the sentences with a word from the box.**

Reconciliation foster nourish willingness thrive pioneer  
reciprocal dissention fissures  
breaking point

1) Since the launch of the Decade, deep \_\_\_\_\_ in social justice and surges of radicalization and violent extremism have escalated to alarming levels.

2) In the current environment marked by frequent and rapid \_\_\_\_\_, the necessity for timely intervention and response has also become a priority.

3) A sincere \_\_\_\_\_ for peace will not face governmental obstacles to a definitive \_\_\_\_\_

4) A world of democracy, accountability, opportunity and stability is a world in which terrorism cannot \_\_\_\_\_.

5) And, in return, these can further \_\_\_\_\_ peace and economic growth in a sustainable manner.

6) We are confident that the dialogue among civilizations will \_\_\_\_\_ international cooperation and contribute to the consolidation of democratic standards.

7) It promotes international cooperation according to the principle of \_\_\_\_\_ benefit and non-interference in the internal affairs of a foreign State.

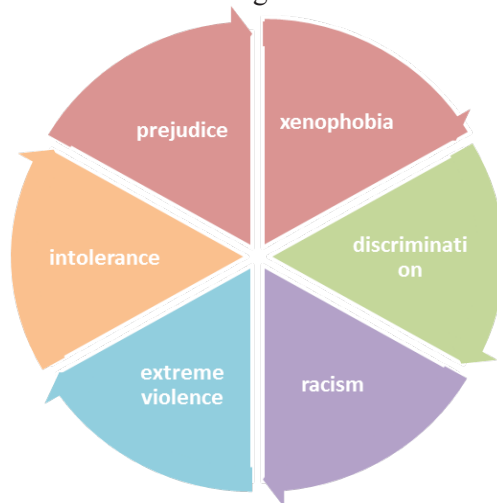
8) In many conflict zones, UNESCO played a \_\_\_\_\_ role by contributing to activities to promote an independent news media.

9) Because Somalia was at a \_\_\_\_\_, the international community should act outside its purview.

### READING ACTIVITY

#### PRE-READING TASK:

**Task 1.** You are going to read more comprehensive information on the International Decade for the Rapprochement of Cultures. Before you read talk to your partner about the following phenomena based on ethnic, religious and cultural misunderstanding:



**Task 2.** Read the text and find out how The International Decade for the Rapprochement of Cultures can be defined:

The current surge of flaring conflicts, acts of violence and intolerance

demands urgent actions. Peoples and nations have to join forces for the development of a universal global consciousness free from stereotypes and prejudices. **The International Decade for the Rapprochement of Cultures** is to be understood as a commitment for addressing this pressing need to take into account and clearly demonstrate new articulations between cultural diversity and universal values.

The **“rapprochement of cultures”** implies that international security and social inclusion cannot be attained sustainably without a commitment to such principles as human dignity, conviviality and solidarity which are the corner stones of human coexistence, in all faiths and secular ideologies.

The United Nations General Assembly proclaimed the period 2013-2022 as the “International Decade for the Rapprochement of Cultures” in December 2012.

An Action Plan was adopted by the Executive Board of UNESCO in April 2014. Through this Action Plan:

A three-steps approach towards the rapprochement of cultures was defined, including:

1. To evaluate the current status of inclusive policies, respectful of diversity and Human Rights;
2. Setting annual priorities by elaborating or revising action plans, programmes or activities;
3. Establishing meaningful and lasting partnerships at a national, regional and international level.

Four areas were determined as follows:

1. Promoting mutual understanding and reciprocal knowledge of cultural, ethnic, linguistic and religious diversity;
2. Building a pluralist framework for commonly shared values;
3. Disseminating the principles and tools of intercultural dialogue through quality education and the media and;
4. Fostering dialogue for sustainable development and its ethical, social and cultural dimensions.

In proclaiming this Decade, the United Nations General Assembly requested UNESCO to be the lead UN agency and invited stakeholders from all walks of life to join, such as Member States, the United Nations bodies



and specialized agencies, governmental and regional intergovernmental organizations, non-governmental organizations and the civil society at large, the academia, religious leaders and institutions, and ordinary citizens.



Source <https://goo.gl/1ffQig>

(Source: <http://www.cipsh.net/web/news-182.htm>)

### **WHILE-READING TASKS:**

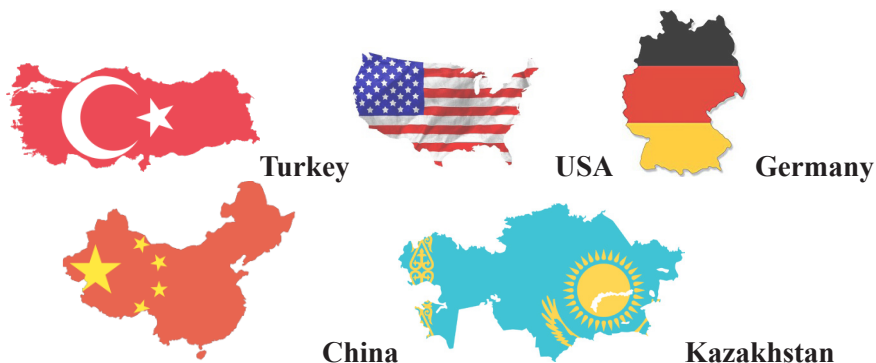
**Task 3. While reading the text try to find out the appropriate answer to the following questions:**

- What does “rapprochement of cultures” refer to?
- What period is determined to be a decade for the rapprochement of cultures?
- What are the activities under this decade aimed to?
- Which organization is going to be a lead agency in building bridges and mutual understanding between cultures?
- What is an Action plan? Name its focus areas.

**Task 4. Choose ten words or phrases from the text. Check their meaning and pronunciation and try to learn them.**

### **POST-READING TASKS:**

**Task 5.** Divide into groups of 3 students and choose the country you wish to represent. Work out your precise plan based on the Action plan mentioned in the text according to its areas of focus. Include any programmes, initiatives and activities you can organize on national/regional/global levels. Present it to the group. Use the appropriate vocabulary.



**PROBLEM QUESTION: 1. Discuss with your partner, giving your own overview based on the current and common understanding of the situation. Try to use the expressions in Useful language.**

Terrorism, including suicide bombing, mass shootings and other indiscriminate killing, is a sad feature of modern life. The perpetrators often seem to be religious ‘fanatics’. So, does religion cause terrorism?

- I believe/think that
- In my (humble) opinion...
- I am convinced that...
- It seems to me that...
- As far as I know/am concerned....
- To my mind....
- I reckon....
- If you ask me...
- If I'm not mistaken....
- From my point of view...



**2. Translate the part of the resolution adopted by the General Assembly on promotion of interreligious and intercultural dialogue, understanding and cooperation of peace. Before translating the agreement, work on the unknown words. First, underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian.**

The General Assembly,

Reaffirming the purposes and principles enshrined in the Charter of the United Nations and the Universal Declaration of Human Rights, 1 in particular the right to freedom of thought, conscience and religion,

Recalling its resolution 66/226 of 23 December 2011 on the promotion of interreligious and intercultural dialogue, understanding and cooperation for peace and its other related resolutions,

Recalling also its resolution 64/14 of 10 November 2009, on the Alliance of Civilizations, in which it welcomed efforts to promote greater understanding and respect among people from different civilizations, cultures and religions,

Bearing in mind the valuable contribution that interreligious and intercultural dialogue can make to an improved awareness and understanding of the common values shared by all humankind,

Noting that interreligious and intercultural dialogue has made significant contributions to mutual understanding, tolerance and respect, as well as to the promotion of a culture of peace and an improvement of overall relations among people from different cultural and religious backgrounds and among nations,

Recognizing that cultural diversity and the pursuit of cultural development by all peoples and nations are sources of mutual enrichment for the cultural life of humankind,

Bearing in mind that tolerance of cultural, ethnic, religious and linguistic diversities contributes towards peace, mutual understanding and friendship among people of different cultures and nations and that these diversities should be made part of intercultural and interreligious dialogue efforts, as appropriate

Recognizing the commitment of all religions to peace and the need for voices of moderation from all religions and beliefs to work together in

order to build a more secure and peaceful world,

1. Reaffirms that mutual understanding and interreligious and intercultural dialogue constitute important dimensions of the dialogue among civilizations and of the culture of peace;

2. Takes note of the report of the Secretary-General on intercultural and interreligious dialogue;

3. Notes the continuing work of the United Nations Educational, Scientific and Cultural Organization on intercultural and interreligious dialogue and its efforts, to promote dialogue among civilizations, cultures and peoples, as well as activities related to a culture of peace, and welcomes in particular the adoption of its new programme of action for a culture of peace and non-violence and its focus on concrete actions at the global, regional and subregional levels;

4. Takes note of the positive outcomes of the International Year for the Rapprochement of Cultures in 2010, which contributed towards an environment conducive to harmonious coexistence and congenial interaction within and among diversified societies;

5. Proclaims the period 2013–2022 the International Decade for the Rapprochement of Cultures, calls upon Member States to utilize this opportunity to enhance their activities relating to interreligious and intercultural dialogue, promoting tolerance and mutual understanding, and invites the United Nations Educational, Scientific and Cultural Organization in this context to be the lead agency in the United Nations system;

6. Reaffirms the solemn commitment of all States to fulfill their obligations to promote universal respect for and observance and protection of all human rights and fundamental freedoms for all in accordance with the Charter of the United Nations, the Universal Declaration of Human Rights and other instruments relating to human rights and international law, the universal nature of these rights and freedoms being beyond question.



<https://goo.gl/TcwDKn>

<http://unesdoc.unesco.org/images/0022/002211/221198e.pdf>



## VOCABULARY

1. Compare the two photographs. What can we do to help protect our environment?



2. Look at the title of the article that follows. Which of these things do you expect to be mentioned in the article?

- o What measures have been taken to help Semipalatinsk region?
- o Overview of regions which were destroyed by different factors?
- o What is going to be done to reconstruct Semipalatinsk region?
- o What is the current situation in Semipalatinsk ?

3. Read the article carefully and check your answers to task 2.

### SEMIPALATISK: A JOB HALF-DONE

The Semipalatinsk **nuclear test site** in Kazakhstan was the location for almost a quarter of all nuclear weapons tests in the world since 1945. Their total number exceeded 2,000. From 1949 to 1989, 456 of them were carried out at Semipalatinsk, including more than 120 in the atmosphere. Their total **destructive** power was 2,500 times that of the atomic bomb which was dropped on Hiroshima.

The nuclear tests in Kazakhstan affected more than 1.5 million people. They **contaminated** vast regions of the country, equal in size to the total area of Germany.

Despite the fierce resistance of the Soviet leadership and their military-industrial complex, President Nursultan Nazarbayev of Kazakhstan issued a decree, on Aug. 29, 1991, closing the Semipalatinsk nuclear test site.

This historical step has had a great **impact**. After the closure of the Semipalatinsk test site, thanks to the example of Kazakhstan and the actions of the world community, other test sites in the world in Nevada, Lop Nor and Novaya Zemlya stopped their activities.

Back in the 20th century, the nuclear tests that were **carried out** over four decades at the Semipalatinsk test site had a **detrimental** impact on the humanitarian, social and economic situation of the population and the environment. The effects of those nuclear tests still negatively influence the health of people living near the site. Today, 70 percent of **victims** of nuclear weapons testing are children and grandchildren of the people exposed to radiation fallout from those tests.

Since independence, the Government of Kazakhstan has been committed to the rehabilitation of the victims of nuclear tests and it has provided economic and social support to the population in the region. The government has **adopted** a number of targeted programmes aimed at addressing the problems of the Semipalatinsk region. Kazakhstan's Parliament has passed a law for the social protection of victims of nuclear tests.

With the assistance of the international community, Kazakhstan has organized an electronic data base of the personal records of the people affected by nuclear tests. Electronic registers have been set up. Those listed receive privileges in obtaining medical care and treatments in their respective rehabilitation centres and hospitals, as well as other social benefits and payments.

International public opinion has been sympathetic to the tragedy of the people of Kazakhstan. The UN General Assembly, in its Resolution No. 63/279 on April 25, 2009, called upon the global community to provide further support to Kazakhstan for the environmental, social, economic and humanitarian rehabilitation of the region. From 1997 to 2009, the UN General Assembly adopted six such resolutions.

At the Tokyo International Conference on Semipalatinsk, organized by the Government of Japan and the UN Development Programme in 1999, the member states agreed on the **feasibility** of recruiting international donors, as well as organizing cooperative actions, to assist Kazakhstan in **eliminating the consequences** of nuclear tests, and helping to rehabilitate the population and the environment of the region.

## UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

The major donors to help the victims of Semipalatinsk nuclear tests have been the UN Development Programme, the European Union, Japan, Britain, Norway, Switzerland, UNICEF, the USAID, the IAEA, the Korea International Cooperation Agency, the OSCE, the Red Crescent Society of Kazakhstan and the Canadian International Development Agency.

**4. With a partner, look at the highlighted words and phrases and guess what they mean. Then match them with definitions 1-11.**

1	_____	the state or degree of being easily or conveniently done
2	_____	the effect, result, or outcome of something occurring earlier
3	_____	choose to take up or follow (an idea, method, or course of action)
4	_____	completely remove or get rid of (something)
5	_____	a marked effect or influence
6	_____	tending to cause harm
7	_____	causing great and irreparable damage.
8	_____	The testing of <u>atomic bombs</u> by exploding them either above or below ground
9	_____	to perform or complete a job or activity; to fulfill
10	_____	make (something) impure by exposure to or addition of a poisonous or polluting substance
11	_____	a person harmed, injured, or killed as a result of a crime, accident, or other event or action

**5. Write down the names of organizations from the text. Match them with their logos below. What do they stand for? Speak on the membership of Kazakhstan in them.**



**USAID**  
FROM THE AMERICAN PEOPLE



**IAEA**  
International Atomic Energy Agency

**osce**

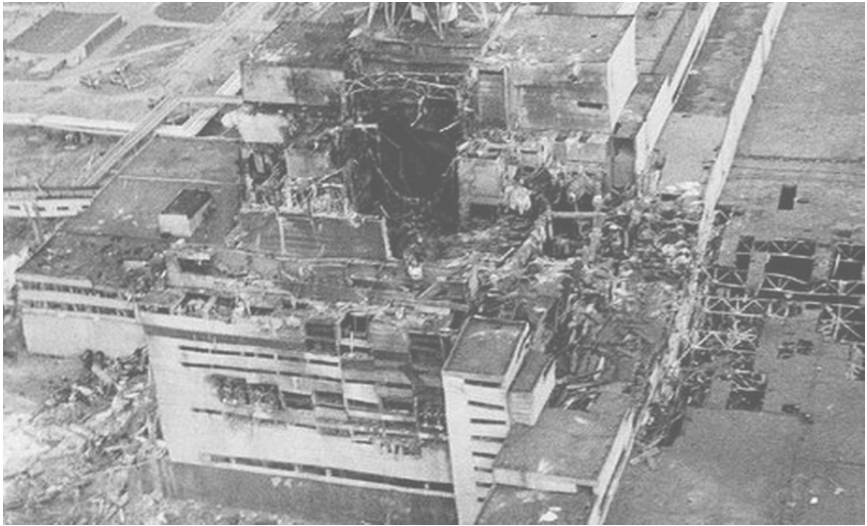




## READING ACTIVITY

### PRE-READING TASK:

**Task 1. Look at the photos below. Do you know what is happening in them? Share your thoughts with your partner.**



**Task 2. You are going to read a text about Chernobyl accident and how the human consequences of nuclear emergencies can be tackled. Before reading, talk to your partner. Have you ever heard the terms ‘victim mentality’ and ‘culture dependency’? What do you think they mean?**

### **WHILE-READING TASKS:**

**Task 3. Read the first part of the text below and check.**

Experience of UNDP in Europe and the CIS region in tackling the human consequences of nuclear emergencies suggests five general principles to be followed in developmental programming:

- ◆ Human consequences of nuclear emergencies can be deep-rooted and long-lasting. Recovery activities should include psychological support, information provision and counselling in order to ease fears and promote forward-looking attitudes of affected individuals and communities;
- ◆ In order to overcome the “victim mentality” and culture of dependency, the focus should be on promoting the spirit of activism, helping people take control of their lives and undertake initiatives of self-help;
- ◆ Following nuclear disaster, the affected territories may become stigmatized, treated as “contaminated”. This negative impact on the livelihoods of the people may require additional efforts, including support to marketing the products, attracting investors, keeping young people in the region, etc.;
- ◆ Priority should be given to involvement of communities in decision-making process, community-based social and economic development, supporting initiatives aimed at improving welfare and encouraging self-reliance;
- ◆ Assistance should be targeted and concentrate on the most affected/vulnerable individuals, communities and territories;
- ◆ Nuclear incident related needs must be addressed in the

framework of a holistic view of the needs of the individuals and communities concerned;

- ◆ International efforts can only be effective if they support, amplify, and act as levers of change in the far larger efforts made by local, regional and national government agencies in cooperation with civil society and with participation of communities;

- ◆ High-level coordinative efforts by the relevant UN agencies as well as joint initiatives on the ground according to the UN agencies' distinct mandates are of the utmost importance. At the development stage, the UN system-wide coordinative function on the recovery efforts from nuclear disaster can be effectively performed by UNDP.



Source: <https://goo.gl/iQLgZj>

Source: *chernobyl.undp.org/english/docs/knowledge\_product.docx*

**Task 4. Choose ten words or phrases from the text. Check their meaning and pronunciation and try to learn them.**

**Task 5. Read the second part of the text.**

**A** The nuclear accident at the Fukushima/Daichi nuclear plant has given new momentum to the issue of sustainable development prospects in areas with a nuclear legacy. Experience gained by UNDP in Europe and the CIS region in tackling the human consequences of nuclear disasters has become salient and relevant again. It provides valuable knowledge, information and experiences which may serve as a guide in dealing with similar emergencies in the future.

**B** The accident at the Chernobyl nuclear plant in April 1986 caused widespread radioactive contamination in large areas of Belarus, the Russian Federation, and Ukraine. Hundreds of thousands were uprooted, and millions in the region were left psychologically traumatised by lingering fears about their health, and their livelihood prospects. The economy, primarily the agricultural sector, was worst hit by the accident effects.

Restrictions on production crippled the market for foodstuffs and other products from the affected areas. Government policies of resettlement and limitations on production - aimed at protecting the population from radiation exposure – also had a negative impact on the economy. In sum, the accident was an immense human tragedy and had a significantly long lasting environmental, public health, and social and economic adverse impact.

**C** Decades of nuclear testing at Semipalatinsk in Eastern Kazakhstan, have had severe humanitarian, social, economic, and environmental effects with wide-ranging and complex consequences. These are exacerbated by the remaining, to this day, uncertainties about the impact of testing, and a profound concern about the negative effects of the testing on the region’s eco system and about the presence of radioactive substances in the soil.

**D** Also in Central Asia, uranium tailings originating from abandoned uranium mines and radioactive waste products dumps, are often situated close to densely populated areas in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. The sites are located in seismically active environments, combining the technological threats with those to people’s health, economy, and the environment. The mine environs are contaminated by both radioactive and non-radioactive mineral species, associated with the mining and minerals processing activities and present hazards to the local communities from contamination of both soil and water. Such threats are widely discussed at various levels of government and by expert groups in international organisations. However, it is only lately that systematic efforts are undertaken to prioritise and tackle potential problems stemming from this situation.

**E** Thus, a number of areas in Europe and Central Asia region are facing the human consequences of “nuclear legacy”. In part, they are related to the branding problems and fears associated with radioactive fallout; and in part – to the prevailing low living and health standards, sub-optimal economic activity, and heightened unemployment, resulting to a higher risk of poverty than elsewhere. Some of the challenges are unique to the “nuclear legacy” situation, and thus require a tailor-made programming and partnerships.

**F** Currently, UNDP is working in Chernobyl-affected regions of Belarus, the Russian Federation and Ukraine and in communities affected by nuclear tests in Semipalatinsk (Kazakhstan). The efforts are aimed at information dissemination, advancing sustainable social and economic development, targeted assistance to the most vulnerable groups, improvement of the living standards, and restoration of the community self-reliance and self-sufficiency.

**G** UNDP is also involved in the international initiative concerned with achieving the resolution to the uranium tailings problem in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. This initiative is set to structure remediation projects for the affected areas to ameliorate the environmental impact, along with projects addressing the social and economic problems arising from the collapse of the mining and minerals processing industry.

**H** Concerted efforts of UNDP and other UN Agencies, together with the governments of the affected countries, are yielding encouraging results. The programmatic approaches that address unique human dimensions of the “nuclear legacy” challenges proved to be effective, and worth to be codified and institutionalized for future replication.



Source: <https://goo.gl/i1Q5Ft>

Source: *chernobyl.undp.org/english/docs/knowledge\_product.docx*

**Task 6. Look at the text again and find words which mean the same as definitions 1-6 below.**

- 1 impetus, driving force
- 2 being slow to disappear or die
- 3 cause a severe and almost insuperable problem for
- 4 the state of having no protection from something harmful
- 5 negative, unfavourable
- 6 strengthened, reinforced

**Task 7. Complete the notes below. Choose no more than three words from the list above for each answer.**

- In Central Asia the uranium mines were located closely to

\_\_\_\_\_

- Now UNDP is working on the situation with uranium tailings problem to \_\_\_\_\_

**Task 8. Circle the correct letter A, B or C:**

**- The accident in Chernobyl hit the most:**

- A) Entertainment sector
- B) Agricultural sector
- C) Educational sector

**- What accident has encouraged a new wave in developing maintenance programmes in areas with nuclear legacy?**

- A) The nuclear accident at Fukushima nuclear plant
- b) Nuclear testing in Semilpatinsk region
- c) The accident at the Chernobyl nuclear plant

**- What agency is working now on tackling the ecological and human rehabilitation?**

- A) UNESCO
- B) UNDP
- C) SOC



### **POST-READING TASKS:**

**Task 9.** Divide into groups of 3 students and devise your project of assistance to any suffering region based on the main principles given in text above. Include any programmes, initiatives and activities you can organize at national/regional/global levels. Present it to the group. Use the appropriate vocabulary.



**PROBLEM QUESTION: 1. Discuss with your partner, giving your own overview based on the current and common understanding of the situation.**



Global ecological security becomes increasingly important with the intensive human activities. So, the function of ecological security is influenced by human activities, but do you think that the efficiency of human activities will also be affected by the patterns of regional ecological security in return?

**2. Write an essay on the following topic: “The world never dies enough to help helpless people. To what extent do you agree with this statement?” Write at least 250 words. Give reasons for your answer and include any relevant examples from your knowledge or experience.**

**3. Translate the part of the resolution adopted by the General Assembly on human and ecological rehabilitation in Semipalatinsk region in 2014.**

**Before translating the agreement, work on the unknown words. First, underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian.**

International cooperation and coordination for the human and ecological rehabilitation and economic development of the Semipalatinsk region of Kazakhstan

The General Assembly,

Recalling its resolutions 52/169 M of 16 December 1997, 53/1 H of 16 November 1998, 55/44 of 27 November 2000, 57/101 of 25 November 2002, 60/216 of 22 December 2005, 63/279 of 24 April 2009 and 66/193 of 22 December 2011,

Recognizing that the Semipalatinsk nuclear testing ground, inherited by Kazakhstan and closed in 1991, remains a matter of serious concern for the people and Government of Kazakhstan with regard to the long-term consequences of its activity for the lives and health of the people, especially children and other vulnerable groups, as well as for the environment of the region,



Taking into account the fact that a number of international programmes in the Semipalatinsk region have been completed since the closure of the nuclear testing ground, but that serious social, economic and ecological problems continue to exist,

Taking into consideration the results of the International Conference on Semipalatinsk, held in Tokyo on 6 and 7 September 1999, which have promoted the effectiveness of the assistance provided to the population of the region,

Acknowledging the progress made towards accelerating the development of the Semipalatinsk region during the period from 2011 to 2013, through programmes and actions of the Government of Kazakhstan and the international community, including United Nations agencies,

Recognizing the important role of national development policies and strategies in the rehabilitation of the Semipalatinsk region,

Recognizing also the challenges that Kazakhstan faces in the rehabilitation of the Semipalatinsk region, in particular in the context of the efforts by the Government of Kazakhstan to ensure the effective and timely achievement of the internationally agreed development goals, including the Millennium Development Goals, in particular with regard to health care and environmental sustainability,

1. Takes note of the report of the Secretary-General on the implementation of resolution 66/1931 and the information contained therein on measures taken to solve the health, ecological, economic and humanitarian problems in the Semipalatinsk region;

2. Welcomes and recognizes the important role of the Government of Kazakhstan in providing domestic resources to help meet the needs of the Semipalatinsk region, implementing measures for optimizing public administration of the territory and facilities of the former Semipalatinsk nuclear test site and surrounding areas, ensuring radiation safety and environmental rehabilitation and reintegrating the use of the nuclear test site into the national economy;

3. Urges the international community to provide assistance to Kazakhstan in formulating and implementing special programmes and projects for the treatment and care of the affected population, as well as in efforts to ensure



economic growth and sustainable development in the Semipalatinsk region, including increasing the effectiveness of existing programmes;

4. Requests the Secretary-General to continue pursuing a consultative process, with the participation of interested States and relevant United Nations agencies, on modalities for mobilizing and coordinating the necessary support to seek appropriate solutions to the problems and needs of the Semipalatinsk region, including those prioritized in his report;

5. Calls upon the Secretary-General to continue his efforts to enhance world public awareness of the problems and needs of the Semipalatinsk region;

6. Requests the Secretary-General to report to the General Assembly at its seventy-second session, under the item entitled “Sustainable development”, on progress made in the implementation of the present resolution.



Source: <https://goo.gl/BGWKVB>

Source: [https://digitallibrary.un.org/record/787474/files/A\\_RES\\_69\\_209-EN.pdf](https://digitallibrary.un.org/record/787474/files/A_RES_69_209-EN.pdf)

**WORDLIST OF UNIT 1**

a driving force	to boost the cooperation among	a leading promoter
retrenchment	a one-sided reliance	revert to
power (regional, global)	agreement	engagement in politics
bringing an end to	assembly line (plant, point)	multilateral treaties
thoughtful approach	be at the forefront	rapprochement process
be regarded by	be regarded by	plunge into crisis
statehood	bilateral and multilateral formats	a much-needed venue
the umbrella organization	coordination	substantial
harmonize	cornerstone	durablere solution
banning	counterpart	strategic influence
security maintenance	disarmament	diplomatic front
global platform	enhancing security	improvement
endure	facilitate	reconfirm
arms and drugs trafficking	human trafficking (in persons)	international agenda
defense	humanitarian aid (assistance, crisis)	implementation
interim solution		to articulate
consecutive development	industrial potential	border
peacemaking initiatives	internal strife	venue
external/internal reforms	international security	global centers
unconventional terrorism	irregular migration	organized crime
reconfirming	landlocked country	foster
emanating	lukewarm support	to be subsumed under
to be constrained by	multivectorism	decisive emergence in
emergency reaction	mutual relations	stability

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

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regional conflicts	national identity	border control
disarmament	nuclear risks (weapons)	non-proliferation
a welcoming speech	offering a platform	the upcoming talks
bolstered relations	opposition	diplomacy
constructive international actor	policy pillars	outweigh
geopolitical situation	political and legal base	peaceful settlement
expertise	political discord	feasible
home and foreign policy	preservation	environmental problems
cooperation	priority	negotiations
to obtain a seat at	proactive	international scene
money laundering	reformation	interaction
lasting peace	restoring	commitment
partnership	specification	combating terrorism
leverage	steadfast commitment	constructive role
nuclear power (hardware, weapons)	strategic goals	drug trafficking
nuclear-weapon-free zone	to be underpinned by	destruction
major powers	to forge	compromise
intermediary	to outlaw	unprecedented
silkroad countries	to strengthen	initiative
volatile cocktail	to strive for	assistance project
launched a bid for	unilateral initiatives	under the auspices
security (regional, global)	visa-free-regime	risks/challenges
summit	within the framework of	to be anchored in

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

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stance	outstanding	to preside	family of nations
challenge	steadfast	to forge	land-locked country
spirit	durable	to restore	lukewarm support
obligation	credible	to alter	international scene
seat	legitimate	to trigger	global engagement
revenue	constructive	to reject	food security,
commitment	remarkable	to maintain	peacekeeping mission
cornerstone	proactive	to pursue	assistance project
venue	persistently	to urge	transnational threat,
cease-fire	ultimately	to strengthen	international actor.
multilateralism	preventive	to galvanize	transport corridor
agenda	convening	to reinforce	radioactive contamination
representative	fundamental	to host	to warn in advance
contributor,	stronger	to convene	to carry out nuclear tests
microcosm,	indivisible	to tackle	environmental concern
resolution,	sustainable	to reinforce	middle-income country,
vanguard	dramatically,	to ease	to launch a bid for
settlement	paramount	to renounce	under the auspices of
solidarity	precarious	to enhance	a pragmatic partner
inclusiveness	mutually	to abandon	an impartial broker
transparency	reinforcing	to advance	global and regional
implementation	geostrategic	to ensure	initiatives
hub	substantial	to fulfill	a trustworthy partner
envoy	reasonably	to consolidate	to entry into force.
cooperation	tremendous	to boost	balanced approach
welfare	strategic	to	honest arbitrator
manifestation	delicate	commemorate	to gain a reputation
intersection	considerable	to persist	to provide a platform for
hardship	comprehensive	to assist	inter-religious harmony
bloodshed	urgent	to restore	inter-religious dialogue
willingness	catastrophic	to combat	in the framework of
resumption	peace-loving	to designate	to be engaged in
compliance with	unbiased	outline	to allocate funds
counter-terrorism	unavoidable	to overcome	political environment
consent	permanent	to obliterate	collective voice
		to recall	

### UNIT 3. KAZAKHSTAN AS A CRADLE OF STABILITY AND PEACE

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revival	newly-	to adopt	humanitarian supply
modernization	appointed	to generate	tight collaboration
cradle	prosperous	reiterate	to be a linchpin of
ferocity	reputable	to safeguard	international recognition
statehood	overwhelming	to foster	to give an impetus to
emergence	innovative	to act	to pave the way for
assertion	unmatched	to envisage	military confrontations
feasibility	meaningful	to resolve	to free the planet from
core	genuinely	to seize	global efforts
reconciliation	astonishingly	to provoke	to strive for
expediency,	multifaceted	to reaffirm	a clear logic
misconception	full-fledged	to emphasize	to keep a close eye on
accord	unscrupulous	to conduct	
	everlasting		

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 1: Shaping Global Affairs  
(4 hours)**

**WARMING UP ACTIVITY:**

**1. Draw a MIND MAP on the topic “Shaping Global Affairs”. What can it include?**



**2. Divide into small groups of 3 students and choose one quotation. Referring to Task 1, discuss it for 10 minutes. Say if you agree or disagree and explain why.**

Like primitive, we now live in a global village of our own making, a simultaneous happening. It doesn't necessarily mean harmony and peace and quiet but it does mean huge involvement in everybody else's affairs.

**Marshall McLuhan**

All diplomacy is a continuation of war by other means.

**Zhou Enlai**

Diplomacy is more than saying or doing the right things at the right time, it is avoiding saying or doing the wrong things at any time.

**Bo Bennett. American**

It is a melancholy truth that even great men have their poor relations.

**Charles Dickens**

**3. Make the collocations and find their equivalents for the word “AFFAIRS”.**



**VOCABULARY**

**1. Look at the following headlines. With a partner, decide what they might mean. Use the glossary below.**

If the current crisis gets worse, **civil war** could **break out** at any time!

Russia hopes to **reach an agreement** with...

China is **willing** to **compromise**

European **allies** are **determined** to find a solution

Finally, there is some hope of a **peace settlement**!

Glossary

Ally <i>noun</i>	A country that agrees to support another country
Determined <i>adj</i>	Having a strong desire to do smth and be successful
Reach an agreement <i>phrase</i>	Arrive at a decision that both sides agree on
Peace settlement <i>phrase</i>	An official agreement that ends a war
Willing to do smth <i>phrase</i>	Happy and prepared to do smth
Compromise <i>verb</i>	Accept less than you want in order to reach an agreement
Civil war <i>phrase</i>	A war between groups of people who live in the same country
Break out <i>phrasal verb</i>	Start suddenly

**2. Complete the text with the words from task 1.**

\_\_\_\_\_ has now lasted almost ten years. \_\_\_\_\_ of the two sides in the conflict have managed to get them to agree to a temporary ceasefire on several occasions, but they have never been able to get the two leaders of the sides to negotiate a peace \_\_\_\_\_. It seems they are both \_\_\_\_\_ to carry on fighting to the bitter end and are not \_\_\_\_\_ to \_\_\_\_\_. There is now at least the possibility that the two leaders could \_\_\_\_\_ an agreement that will lead to a more lasting \_\_\_\_\_ settlement.

**READING ACTIVITY**

**PRE-READING TASK:**

**Task 1.** With a partner, rank these jobs from most stressful to least stressful: pilot, policeman, doctor, teacher, housewife, president and taxi driver. Which position have you placed a president? Why?

**Task 2.** Look at the following photos and, in pairs, try to guess which counties the presidents in the photos represent:





**Task 3.** What do you know about the relationships between the countries stated in task 2 above? Refer to the present situation and to the history.

**WHILE-READING TASK:**

**Task 4.** Read the following text carefully on the relationships between the USA and North Korea in 2017. That situation described in the text shows how tense the global affairs might be. Identify the factors influencing the world of politics.

**Task 5.** Look at the text again and find words which mean the same as definitions 1-6 below.

- 1 danger
- 2 passionate, burning
- 3 insane, mad
- 4 to underestimate, to understate

5 rocket, jet

6 thing that discourages or is intended to discourage someone from doing something

**Task 6. Do the following statements agree with the information given in the text? Mark them as T (True) or F (False).**

A) North Korean leader Kim Jong-un called Mr Trump as a mad person.

b) US bombers flew near North Korea's south coast.

c) The 'war of words' between North Korea and the USA has been lasting for 2 months.

d) Finally, North Korea has decided to stop its nuclear testing.

e) American President Donald Trump said the USA possessed nuclear weapons compared to North Korean ones.

### **TRUMP AND NORTH KOREA WAR OF WORDS ESCALATES**

**US President Donald Trump has made new threats against North Korea in response to the country's foreign minister's fiery speech at the UN on Saturday.**

Ri Yong-ho described Mr Trump as a "mentally deranged person full of megalomania" on a "suicide mission". The US president responded by saying Mr Ri and North Korean leader Kim Jong-un "won't be around much longer" if they continue their rhetoric.

The fresh insults came as US bombers flew close to North Korea's east coast. The Pentagon said the aim was to demonstrate the military options available to the US to defeat any threat.

It said the flight was the farthest north of the demilitarised zone between the Koreas that any US fighter jet or bomber had flown in the 21st Century. Tensions have risen recently over Pyongyang's nuclear programme. Despite weeks of angry words, experts have played down the risk of direct conflict between the two. However, there are concerns that the escalating rhetoric could lead to one side misinterpreting the other, with dangerous consequences. Ri Yong-ho's comments to the General Assembly on Saturday mimicked Mr Trump's remarks at the UN on Tuesday, when he called North Korean leader Kim Jong-un a "rocket man on a suicide mission".

Mr Ri said that “insults” by Mr Trump were an “irreversible mistake making it inevitable” that North Korean rockets would hit the US mainland. The US president, the foreign minister said, would “pay dearly” for his speech, in which he also said he would “totally destroy” North Korea if the US was forced to defend itself or its allies.

Shortly before his address, the Pentagon announced that the show of force underscored «the seriousness» with which the US took North Korea’s «reckless» behaviour, calling the country’s weapons programme a «grave threat».

«This mission is a demonstration of US resolve and a clear message that the president has many military options to defeat any threat,» it said in a statement.

“We are prepared to use the full range of military capabilities to defend the US homeland and our allies.” US Air Force B-1B Lancer bombers from Guam, escorted by Air Force F-15C Eagle fighters from Okinawa, Japan, flew in international airspace, the Pentagon added. The flight follows a week of heated rhetoric between the leaders of both countries - after Mr Trump’s comments, Mr Kim called him “mentally deranged” and “a dotard”.

Mr Ri did not comment on the Pentagon’s announcement. North Korea has refused to stop its missile and nuclear tests, despite successive rounds of UN sanctions. Its leaders say nuclear capabilities are its only deterrent against an outside world seeking to destroy it.

After the North’s latest and most powerful nuclear test earlier this month, the UN Security Council approved new sanctions on the country. But speaking at the UN, Mr Ri repeated that the restrictions would not make the country stop its nuclear development.



[http:// goo.gl/jGoPH6](http://goo.gl/jGoPH6)  
<http://www.bbc.com/news/world-asia-41377124>

**POST-READING TASK:**

**Task 7.** U.S. President Donald Trump has given North Korea another warning over its plans to fire its weapons. How could the following help resolve this crisis? Complete this table with your partner(s).

	What they could/should do?	How much it would help?
<b>Donald Trump</b>		
<b>Kim Jong-un</b>		
<b>China</b>		
<b>Russia</b>		
<b>United Nations</b>		
<b>South Korea</b>		



**PROBLEM QUESTIONS: 1.** Discuss with your partner, giving your own overview based on the current and common understanding of the situation. Try to use the expressions in Useful language.

**Situation #1.** Students A **strongly** believe President Trump’s words about the power of their nuclear weapon are nonsense; Students B **strongly** believe they are not.

**Situation #2.** Students A **strongly** believe there will be peace all over the world one day; Students B **strongly** believe that will never happen.

**Situation #3.** Students A **strongly** believe that no state can intervene into the internal affairs. Students B believe that there should be the organizations as UN or powerful countries that would prevent the crises in other countries.

- I don’t agree with you ...
- I (completely) disagree...
- Sorry, that’s not right
- I’m afraid, you are not right
- I’m sorry but you must be mistaken
- I might have misunderstood you



I am not so sure about that.  
I agree with you up to a point, but...  
I see what you mean, but...  
To a certain extent yes, but...

There's some truth in what you say. I agree with much of what you say, but...

That may be true, but on the other hand...



**2. Imagine you are a journalist that is going to interview the president of the USA Donald Trump. What questions would you ask? Suppose what answers be like? Make up a dialogue.**

**3. PROJECT WORK.** Divide into groups of 3 students and choose a state from the list. Imagine you are political leaders. You have to present your action plan of work in the following areas within your state and in terms of relationships with other countries. Justify your policy.

Canada

France

North Korea

Turkey

USA

Russia

China

Turkey

**Focus areas:**

- Peacekeeping
- international development
- Ecology
- Education and healthcare
- Refugees

**4. Divide into small groups of 3 people. Imagine that you are a candidate for the president of Kazakhstan. What will you do in the following situations? Use all the means to look persuasive. Justify your views.**

- Create the name for your political party and its slogan.
- Soon you are going to have a debate with other candidate for a president. What are you going to wear and why (describe the

details: accessories, colors). What manner of speech are you going to use?

C. Today the LGBT movement is growing and developing its power. People around the world have changed their attitude towards it. That's not a forbidden topic any more. A number of countries have already legalized the marriage between people of the same gender, and this is spread not only among common people, but popularized by celebrities and supported by politicians. It's a matter of time when it comes to Kazakhstan with the force it has outside. What position will you have as regards to it?

D. Nowadays we live in the world of globalization. Borders are open, bridges are built, education is affordable, and countries are hospitable. But not always and not everywhere. But it is mostly true. When we visit other country, it is inevitable to see a migrant, who is living there with his family and is not going to leave it. So, after having been to such a country, it seems that Kazakhstan is not as multinational as we always say it is. As regards to the world crisis, we are also considered as a country which expects a big flow of migrants. Do you think it is a problem? If yes, what steps will you take? If not, what advantages do you see in it?

E. Kazakhstan is a country which follows the policy of nuclear non-proliferation. But if you were a head of the state, what would you do with nuclear weapon and would you support the closing of nuclear test site?

F. You are given the list of the most topical issues nowadays. Tick three things you would pay more attention to as the president of the state.

- Children's education and upbringing
- Unemployment
- Role of women in society
- Terrorism
- Discrimination of people of other races, gender, age
- Healthcare system
- Safety measures
- Intelligent (secret) service
- Science and technologies
- Art and culture

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 2: Promoting a Balance of Power within Regions  
(3 hours)**



**WARMING-UP ACTIVITY:**

**1. Look at two pictures and compare and contrast them in pairs.** Use some phrases for comparing and contrasting pictures in Appendix 3.

- √ give a brief description of the pictures
- √ say what the pictures have in common
- √ say in what way the pictures are different
- √ say which picture is closer to your preference
- √ explain why

**2. Work with a partner. Look at these pictures and discuss the following topics:**

- A. Balance of power – what is it?
- B. Balance of power is inevitable for the regional as well as international peace and security – why?
- C. The dynamics of balance of power in preventing `military and other conflicts in today's world – what kind of methods to use?

**3. Use the following format to create personal flashcards for the provided list of words:**

UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

**The list of words:** *equilibrium, preponderance, rival, alliance, proponents, predominance, superpower, collapse, assumption, deterrence, vigilance, sovereignty, dimension.*

NAME: _____	DATE: _____
<b>Vocabulary Frames</b>	
DIRECTIONS: Use the following format to create flashcards:	
<b>Top Right Corner:</b>	Write the word's definition
<b>Top Left Corner:</b>	Write the word's opposite and cross it out
<b>Lower Left Corner:</b>	Write a silly sentence that uses the definition of the word
<b>Lower Right Corner:</b>	Draw a graphic to help you visualize the concept
<b>In the Center:</b>	Write the word

**Example of a personal vocabulary frame:**

Look Backward	Look forward, Foretelling
<b>PREDICTION</b>	
Dictator Napoleon looked ahead by gazing in a crystal ball.	

**4. Look at the following quotations and say which ones you agree/disagree with most and what they mean.**



- A. “Whenever the term Balance of Power is used without qualification, it refers to an actual state of affairs in which power is distributed among nations with approximately equality” — Hans. J. Morgenthau.
- B. “Balance of Power is a nearly fundamental law of politics as it is possible to find.” —Martin Wright
- C. “The Structural changes in international politics of post-war period have not greatly affected the principle of Balance of Power. It still holds good in respect of regional relations among nations.” —Arnold Wolfers
- D. “Balance of Power is such a ‘just equilibrium’ in power among the members of the family of nations as will prevent any one of them from becoming sufficiently strong to enforce its will upon others.” —Sidney B. Fay

**5. Create an outstanding and modern infographics on the topic “Balance of power: etymology” and be ready to present it. Include the following information in the infographics:**

- √ Ancient times
- √ Treaty of Utrecht in 1713
- √ Peace of Westphalia 1648
- √ Congress of Vienna 1814
- √ The Golden Age of BOP:



<https://goo.gl/bWSAeA>

*(here you can find free tools for creating infographics  
<http://www.creativebloq.com/infographic/tools-2131971> )*

**PRE-READING TASK:**

**Task 1: Read the article and choose *A, B, C* or *D*:**

**READING ACTIVITY**

Balance of power is system of international relations in which nations seek to maintain an approximate equilibrium of power among many rivals, thus preventing the preponderance of any one state. Crucial to the system is a willingness on the part of individual national governments to change alliances as the situation demands in order to maintain the balance. Thucydides' description of Greece in the 5th cent. B.C. and Guicciardini's description of 15th-century Italy are early illustrations. Its modern development began in the mid-17th cent., when it was directed against the France of Louis XIV. Balance of power was the stated British objective for much of the 18th and 19th cent., and it characterized the European international system, for example, from 1815-1914. After World War I the balance of power system was attacked by proponents of cooperation and a community of power. International relations were changed radically after World War II by the predominance of two superpowers, the United States and the Soviet Union, with major ideological differences between them. After the 1960s, with the emergence of China and the Third World, a revived Europe and Japan, it reemerged as a component of international relations. With the collapse of the USSR in 1991, the United States, as the sole remaining superpower, has been dominant militarily and, to a lesser degree, economically.

The concept of the Balance of Power can be a useful tool in explaining the behaviour of states. Mostly because it is founded on the theory that all states act to preserve their own self-interest. If they are to do this they must prevent domination by any other state, which leads to the assumption that they must build up power and form alliances. Throughout history we can see the B.O.P. concept in action. The states of Europe held each other in balance through the first 300 years of the modern state system. The clearest example of the B.O.P. concept can be found in the Cold War. In the Cold War the two superpowers the U.S. and the U.S.S.R. held a stable world balance between them. Both states sought to deter domination by the other through a build-up of arms and through the creation of strong alliance systems. Under the B.O.P. theory the logic of the Cold War strategies and alliances seems apparent, with the best method of security being strength.

**WHILE-READING TASK:**

**Task 2. What is the purpose of the article?**

- A) To describe the history of the Balance of Power theory.
- B) To describe the meaning of the term “Balance of power”.
- C) To describe the development of international relations.
- D) To describe the reasons for establishing a balance of power

**Task 3. What is the importance of balance of power in international relations?**

A) Balance of power is important because it is a system in which a relative peace can be kept among a large number of states when there is no hegemon among them.

B) Balance of power is important if a country wants to protect itself against another country

C) Balance of power is important because the two rivals might not get to war if one gets more power than the other.

D) Balancing power between opposing groups provides an opportunity for both groups to be heard.

**POST-READING TASK:**

**Task 4. Comprehension Check. Read the text and answer the questions**

1. Why were international relations changed radically after World War II?
2. Why can the concept of the Balance of Power be a useful tool in explaining the behaviour of states?
3. How was the B.O.P. concept implemented throughout history?
4. How can we see the B. O. P. concept in action nowadays?

**Task 5. Read the text “FIVE CONDITIONS THAT PROMOTE THE SMOOTH OPERATION OF THE BALANCE OF POWER” and do the following vocabulary tasks:**

**A.** Prepare creative FLASHCARDS, which should include a) associative pictures; b) definitions, c) synonyms; d) antonyms of the **highlighted words** in the text:

**B.** Give Russian equivalents to the underlined phrases in the text:

**C.** Search for other possible collocations with the *words in italics*:

## FIVE CONDITIONS THAT PROMOTE THE SMOOTH OPERATION OF THE BALANCE OF POWER

Recognizing the confusion and flexibility attending the term “balance of power,” any attempt to construct a list of conditions that make a balance of power system most likely to emerge, endure, and function properly should be seen as a worthy, if not **foolhardy**, exercise. In that spirit, I offer the following five conditions, which are jointly sufficient to bring about an effectively performing balance of power system.

1. At Least Two Egoistic Actors under Anarchy that Seek to Survive. Within an anarchic realm, which lacks a **sovereign arbiter** *to make and enforce agreements* among states, there must be at least two states that seek **self-preservation**, above all, for a balance of power to exist. Further, states must be more self-interested than group-interested. Each desires, if possible, greater power than its neighbors. If states act to promote *the long-run community interest* over their short-run national interest (narrowly defined), or if they equate the two sets of interests, then they exist within either a Concert system or a Collective Security system. Simply put, states in a balance of power system are not **altruistic** or other-regarding; they act, instead, in ways that maximize their relative **gains** and avoid or minimize their relative losses.

2. **Vigilance.** States must be watchful and sensitive to changes in the distribution of capabilities. Vigilance about changes in the balance of power is not only salient with respect to actual or **potential rivals.** It is also necessary with regard to one’s **allies** because (a) when its allies are growing weaker, the state must be aware of the deteriorating situation in order *to take appropriate measures to remedy the danger*; conversely, (b) when its allies are growing rapidly and dramatically stronger, the state should be alarmed because today’s friend may be tomorrow’s enemy.

3. Mobility of Action. States must not only be aware of changes in the balance of power, they must be able to respond quickly and decisively to them. As Gulick points out: “Policy must be continually readjusted *to meet changing circumstances* if an **equilibrium** is to be preserved. A state which, by virtue of its institutional make-up, is unable to readjust quickly to altered conditions will find itself at a distinct disadvantage in following a balance of power policy, especially when other states do not labor under the same difficulties.” Here, Gulick echoes a concern at the time (during

the early Cold-War period) that democracies are too slow-moving and deliberate to balance effectively, putting them “at a distinct disadvantage” in a contest with an authoritarian regime.

4. States Must Join the Weaker (or Less Threatening) Side in a Conflict: As Kenneth Waltz puts it, “States, if they are free to choose, **flock to the weaker side**; for it is the stronger side that threatens them.” According to structural realists, the most powerful state will always appear threatening because weaker states can never be certain that it will not use its power to violate their sovereignty or threaten their survival. Stephen Walt’s balance of threat theory amends this proposition to say: States, if they are free to choose and have credible allies, flock to what they perceive as the less threatening side, whether it is the stronger or weaker of two sides. For Walt, threat is a combination of (a) **aggregate power**; (b) proximity; (c) offensive capability; and (d) offensive intentions. This last dimension, offensive intentions, is a non-structural, ideational variable, which some critics of realism see as an ad **hoc emendation**—one that *is only loosely connected*, if at all, to neorealism’s core propositions. More on this in the conclusion of the article.

Obviously, balance of power predicts best when states balance against, rather than bandwagon with, threatening **accumulations of power**. But it is not necessary that every state or even a majority of states balance against the stronger or more threatening side. Instead, *balancing behavior* will work to *maintain equilibrium* or to restore a disrupted balance as long as the would-be hegemon is prevented from gaining preponderance by the combined strength of *countervailing forces* arrayed against it. The exact ratio of states that balance versus those that do not balance is immaterial to the **outcome**. What matters is that enough power is aggregated to check **preponderance**.

5. States Must Be Able to Project Power. Mobility of policy also means mobility on the ground. If all states adopt strictly defensive **military postures and doctrines**, none will be attractive allies. In such a world, external balancing would, for all intents and purposes, disappear, leaving **balance-of-power dynamics** severely limited. This condition is a very small **hurdle** for the theory to clear, however, since “great powers inherently possess some offensive military capability,” as John Mearsheimer has forcefully argued (790 words).

**Task 6. Skimming: read the text “Five conditions that promote the smooth operation of the balance of power” and identify the main idea of each paragraph (1-5) by choosing the correct letter A, B or C:**

**1. The main idea of paragraph one (1) is:**

**A.** There should be total anarchy which lacks a sovereign arbiter to make and enforce agreements among states.

**B.** For a balance of power to exist, at least two states should have the urge for preserving themselves from the relative losses and be self-interested.

**C.** A state in a balance of power system usually shows concern for the happiness and welfare of other people rather than for its own nation.

**2. The main idea of paragraph two (2) is:**

**A.** Vigilance denotes the changes in the balance of power and it is necessary to relevantly distribute the states’ capacities among the allies.

**B.** Countries should act towards the policies of their real and potential rivals with caution

**C.** If a country’s allies are becoming weaker, the country should consider the deteriorating situation with the purpose of undertaking necessary measures to reduce the danger.

**3. The main idea of paragraph three (3) is:**

**A.** When a state can’t quickly react to changed terms it will find itself at a distinct disadvantage in pursuing a balance of power.

**B.** According to Gulick, sometime states deliberately react slowly to win in a contest with an authoritarian regime.

**C.** To preserve an equilibrium states should respond to altered situations as soon as possible by readjusting their policies to new circumstances.

**4. The main idea of paragraph four (4) is:**

**A.** One of the reasons why the states, if they have an opportunity to choose their allies, join weaker states is that powerful states will always appear threatening and may violate their sovereignty.

**B.** According to Walts’ opinion, the combination of factors that a threat consists of plays significant role in the process of choosing credible allies.

C. To maintain equilibrium states must join the weaker (or less threatening) side in a conflict in order to prevent preponderance.

**5. The main idea of paragraph five (5) is:**

A. States have to demonstrate power to facilitate the balance-of-power dynamics.

B. John Mearsheimer strongly believes that this condition is a very small obstacle for the theory of B.O.P. that can be easily overcome.

C. The **balance-of-power dynamics** will disappear if there are no attractive allies.

**1. Case-studies: Political Nightmares**

*Outline:*

√ Split into two groups – a group of political journalists and a group of political scientists

√ Choose one or two of the suggested interview topics and prepare questions/answers to them.

√ Use the unit wordlist. If necessary, use Google engine to find relevant information.

√ When ready, conduct the interview.

**Political Nightmares:** a political journalist and an American/European political scientist are having interview about the ways and means of maintaining the balance of power in the world.

As a committed journalist you should think of the questions on 1 or 2 of the following topics:

1. *U.S. Leadership and the Global Balance of Power*

2. *Nuclear weapons and balance of power in the 21st century*

3. *Nations that produce high technology are most powerful*

4. *Globalization and balance of power*

5. *G20 and balance of power.*

**DEVELOPING WRITING SKILLS: AN OPEN LETTER**

**1. Warming up to letter writing:** You are going to write down an open letter. First, discuss in pairs the following questions:

➤ Have you ever written a formal letter to anyone? If yes,

who did you write it to? Why did you write it? Did you get a feedback? If no, would you like to get such an experience? Why would you write a formal letter?

➤ What are the basic differences between formal and informal letters?

➤ What springs to your mind when you hear the word “open letter”? What do you think about the aim and function of an open letter?

**2. Read the definitions of an open letter and identify its type: formal or informal. Justify your answer by paying attention to its aim, function and audience (See the annex 4).**

*A. An open letter is a letter that is intended to be read by a wide audience, or a letter intended for an individual, but that is nonetheless widely distributed intentionally. Open letters usually take the form of a letter addressed to an individual but provided to the public through newspapers and other media, such as a letter to the editor or blog. Especially common are critical open letters addressed to political leaders.*

*B. The open letter, a popular format we see more and more across the internet, is a structure worth trying for a new post and fitting for all kinds of writing, from social and political commentaries to personal musings. It can be a letter for a large audience, or for a specific individual. Either way, it's public, intended to be widely circulated.*

*C. The open letter is playing a growing role in modern communication because it's an excellent way of reaching a wide audience. The definition of an open letter is that it is open to the public, not a closed and private communication between two individuals.*

**3. Read The Open Letter to Hobbyists written by Bill Gates, the co-founder of Microsoft. Ignore the words in brackets. Then answer the questions below the text.**

Epistolary history is full of open letters, those that are written with the intent that they'll be read by a wide audience. One of the best (or at least, most influential) open letters of all time was Bill Gates' The Open Letter to Hobbyist written in 1976.



### **An Open Letter to Hobbyists**

To me, the most critical thing in the hobby market right now is the lack of good software courses, books and software itself. Without good software and an owner who understands programming, a hobby computer is wasted. Will quality software be written for the hobby market?

Almost a year ago, Paul Allen and myself, expecting the hobby market to expand, \_\_\_\_\_ (hire) Monte Davidoff and \_\_\_\_\_ (develop) Altair BASIC. Though the initial work took only two months, the three of us have spent most of the last year documenting, improving and adding features to BASIC. Now we have 4K, 8K, EXTENDED, ROM and DISK BASIC. The value of the computer time we have used exceeds \$40,000.

The feedback we \_\_\_\_\_ (get) from the hundreds of people who say they are using BASIC has all been positive. Two surprising things are apparent, however, 1) Most of these “users” never bought BASIC (less than 10% of all Altair owners have bought BASIC), and 2) The amount of royalties we \_\_\_\_\_ (receive) from sales to hobbyists makes the time spent on Altair BASIC worth less than \$2 an hour.

Why is this? As the majority of hobbyists must be aware, most of you steal your software. Hardware must be paid for, but software is something to share. Who cares if the people who \_\_\_\_\_ (work) on it get paid?

Is this fair? One thing you don't do by stealing software is get back at MITS for some problem you may have had. MITS doesn't make money selling software. The royalty \_\_\_\_\_ (pay) to us, the manual, the tape and the overhead make it a break-even operation. One thing you do is prevent good software from being written. Who can afford to do professional work for nothing? What hobbyist can put 3-man years into programming, finding all bugs, documenting his product and distribute for free? The fact is, no one besides us \_\_\_\_\_ (invest) a lot of money in hobby software. We \_\_\_\_\_ (write) 6800 BASIC, and \_\_\_\_\_ (write) 8080 APL and 6800 APL now, but there is very little incentive to make this software available to hobbyists. Most directly, the thing you do is theft.

What about the guys who re-sell Altair BASIC, aren't they making

money on hobby software? Yes, but those who have been reported to us may lose in the end. They are the ones who \_\_\_\_\_ (give) hobbyists a bad name, and should be kicked out of any club meeting they show up at.

I would appreciate letters from anyone who \_\_\_\_\_ (want) to pay up, or has a suggestion or comment. Just write to me at 1180 Alvarado SE, #114, Albuquerque, New Mexico, 87108. Nothing would please me more than being able to hire ten programmers and deluge the hobby market with good software.

Bill Gates

General Partner, Micro-Soft

**1. Comprehension check questions:**

1. Who are the Recipients of this letter?
2. What is the letter about?
3. What is a writer trying to achieve?
4. What are the key statements?
5. Which part of the letter is the most powerful and convincing? Why?

**2. Questions referring to the style of the letter:**

1. Is the letter constructed logically?
2. What discourse markers are used to make the letter cohesive and coherent?
3. What is the tone and style of the letter?
4. What is the layout of the letter?
5. What traditional parts of a letter does it have?

**3. Fill in the blanks with the verbs in brackets. Put the verb into the correct form.**

**4. Use the Google search engine to find out the reaction (feedback) of people to this letter and give the answer to the questions:**

- How many magazines published this letter on their pages?
- Was the letter noticed by anyone? Was it strong?
- How many people responded to the letter?
- Where were the responses published?

**5. Write down an open letter to the UN Secretary General considering the tips for writing an open letter given in the Appendix 6.** Use the unit wordlist. Choose one of the two topics below:

1. *Global Stability through Disarmament*
2. *The Balance of Power as an International Order*

A Pecha Kucha or 20×20 presentation contains 20 slides, with each slide shown for 20 seconds, for a presentation of exactly 6 minutes, 40 seconds. The format is 20×15 (i.e. 20 slides, 15 seconds per slide, 5 minutes in length).

For more information about Pecha Kucha tips visit <https://goo.gl/nWpzoM>



**6. Pecha Kucha presentation on the Topic: “METHODS OF BALANCE OF POWER”**

For a presentation it is important to clearly state your goal:

*What do you want your presentation to say?*

*What should your audience know after your presentation?*

As you compile the research for your presentation you should answer these two questions. Get rid of any information that does not answer these questions.

**7. Text reduction and development exercises:**

- A) Reduce the text to the core in the written form.
- B) Having done the reduction of the text in writing, develop it back orally.

**Roots of North Korean Disequilibrium and Danger**

Today, almost 63 years after an Armistice Agreement ended the daily combat of the Korean War, the Korean peninsula is still heavily armed with both conventional and nuclear weaponry. This status quo, however, is far from static; unchecked nuclear

To make it clear!

Text reduction and development exercises improve student’s knowledge of foreign and native vocabulary, help to develop easiness and flexibility of vocabulary use in interpretation.

Doing text reduction and development exercises students might compete for the number of sentences developed and reduced or for a better quality of the developed or reduced text in terms of grammar and vocabulary.

weapons development by North Korea poses a growing security threat to South Korea and Japan, to the US-ROK (the Republic of Korea or ROK) and US-Japan alliances, and to the US mainland. The North's expanding nuclear arsenal, coupled with reluctance within the US-ROK alliance to "think the unthinkable" regarding nuclear war, elevates the North's threat projection and contributes significantly toward security disequilibrium in Northeast Asia.

Consequently, the US and South Korea are gradually losing control over the regional security situation. The following additional factors have contributed to Northeast Asia's growing disequilibrium:

The rise of Chinese political, military and economic power has prompted increasing attempts to influence both North and South Korea. Beijing's strong admonition to the ROK against deploying the Terminal High Altitude Area Defense (THAAD) system is the most recent example.

A resurgence of Russian nationalism in opposition to the United States has increased the likelihood that the Kremlin will work to thwart Washington's efforts on the peninsula. The zero-sum mentality now characterizing US-Russian relations leaves little probability of significant bilateral cooperation to lessen the North Korean threat.

The failure of the US to recalibrate its policy approach to North Korea has left room for Pyongyang to continue growing its nuclear and missile programs at will. Moreover, there are weak shaping efforts currently being employed to alter that equation, in part, due to distractions caused by Middle East conflicts, limiting US ability to focus on Northeast Asia.

The inability of UN and US sanctions to cripple the North Korean regime and economy has proven this policy tool largely ineffective. Moreover, Beijing's unwillingness to apply pressure on the North Korean regime to change either economically or through denuclearization heightens Pyongyang's sense of resiliency and power.

The ability of North Korean ruler Kim Jong Un to complete his transition to absolute power without serious opposition to his rule has proven he must be taken seriously and not characterized as a cartoon buffoon. He is working to achieve the North's vital national interests of regime legitimacy, strong national defense and economic viability. Success in these areas would ensure he remains on the world stage for a long time to come.

South Korea's increasingly independent actions, such as procurement

of weapons systems that are not interoperable with the US system, and domestic political conditions, such as reductions in terms of service of its soldiers, have made both the US-ROK alliance and Japan-ROK relations more difficult to manage. As a result, US allies facing the North Korean threat must contend with fractured bilateral and trilateral relationships.



Source: <https://goo.gl/6sUddG>

Source: <http://www.38north.org/2016/09/wmckinney091516/>

### COMMUNICATION ACTIVITIES:

**Task 1. Problem-solving exercise:** Give your own overview of the situations, basing on the current and common understanding of the role of UN in ensuring global balance of power. Use wordlist to prepare your answer.

**Situation 1.** What are the reasons and impact of the so-called “Arab” revolutions on the world’s socio-economic balance of regional potentials? What was the role of UN in “Arab” revolution and the UN’s response to the Arab spring?

**Situation 2.** To what extent do you believe the rise and fall of M. Gaddafi was the sign of never ending dictatorship? What should be the world’s, and in particular, UN’s reaction to these types of leadership?

**Situation 3.** Countries like Syria, Venezuela, and North Korea are suffering from international financial and political sanctions for years. World is trying to push them to follow the international human rights. To what extent do you believe the world leading organization such as UN could make them follow the international demands?

**Situation 4.** Governments have the right to rule their country in the way they prefer. What are the situations that UN and related organizations may

have the right to interfere?

**Task 2. Conducting Debates** on the topic: **Critical Evaluation of Balance of Power.**

**Group “For”** should prepare their arguments in favor of Balance of Power.

**Group “Against”** should prepare their arguments against Balance of Power.

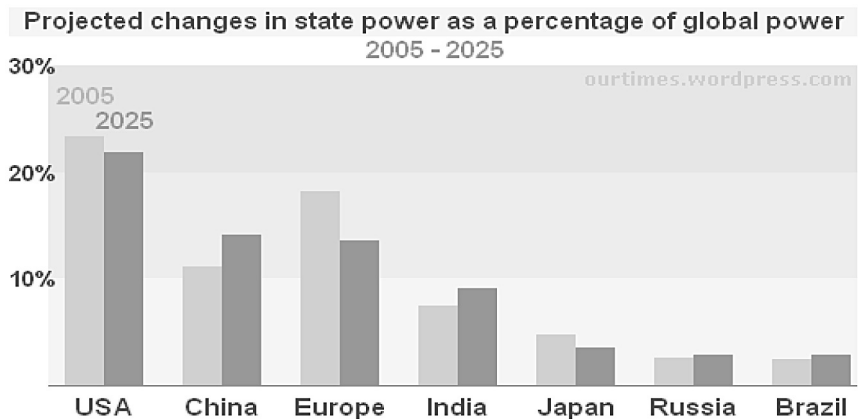
Every team should prepare reasonable and strong arguments supporting them with the examples, referring to the world history. Use the unit wordlist.

*For more useful tips of organizing successful debates, see the annex 5.*

**WRITING TASK:** Describing bar charts on the topic “Shifting World Power The rise of New Powers and the end of American hegemony?”

The chart below gives information about projected changes in state power as a percentage of global power in the period of 2005-2025.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.



Source: Global Trends 2025, U.S. National Intelligence Council, 2008

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 3: Top Geopolitical Risks (Geopolitical Isolation)  
(4 hours)**



**WARMING-UP ACTIVITY:**

**1. Look at two pictures and compare and contrast them in pairs.**

Use some phrases for comparing and contrasting pictures in Annex 4.

- give a brief description of the pictures
- say what the pictures have in common
- say in what way the pictures are different
- say which picture is closer to your preference
- explain why

**2. WORD SEARCH:** Look in your dictionary/computer to find collocates, other meanings, information, synonyms ... for the words 'geopolitical' and 'risk'.

- Share your findings on word search activity with your partners.
- Make two general and two special questions using the words you found.
- Work with your partner and answer the questions based on your background knowledge.

<b>Geopolitical</b>	<b>Risk</b>	<b>Political</b>
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**3. Study the definitions of geopolitics, geopolitical and political risks. How are these definitions different from each? In what way are they similar to each other?**

**A.** Geopolitics (from Greek γῆ gē «earth, land» and πολιτική politikḗ «politics») is the study of the effects of geography (human and physical) on international politics and international relations. Geopolitics is a method of studying foreign policy to understand, explain and predict international political behavior through geographical variables. These include area studies, climate, topography, demography, natural resources, and applied science of the region being evaluated. (Wikipedia)

**B.** Geopolitical means the study of geographic factors and their influences on power relationships in international politics. Geopolitical pundits have sought to demonstrate the importance in the determination of foreign policies of factors such as the acquisition of natural boundaries, access to important sea routes, and the control over strategically important land areas. The term was first employed in the early 20th century by the Swedish political scientist Rudolph Kjellén.

**D.** Political risk is the probability that political decisions, events or conditions will result in losses. Politics affect everything from taxes to interest rates and political events can dramatically impact the price of assets or cost of doing business.

**C.** Geopolitics is defined as the study of how geography and economics influence politics and the relations between countries. An example of geopolitical risk could include a flare-up of tensions between Saudi Arabia and Iran that resulted in a spike in the price of oil.

**E.** The term political risk has had many different meanings over time. Broadly speaking, however, political risk refers to the complications businesses and governments may face as a result of what are commonly referred to as political decisions—or «any political change that alters the expected outcome and value of a given economic action by changing the probability of achieving business objectives». Political risk faced by firms can be defined as «the risk of a strategic, financial, or personnel loss for a firm because of such nonmarket factors as macroeconomic and social policies (fiscal, monetary, trade, investment, industrial, income, labour, and developmental), or events related to political instability (terrorism, riots, coups, civil war, and insurrection).»



**4. Paraphrase the following sentences from the definitions given above: (In Annex 1 you can find useful tips for paraphrasing, use them while doing this activity)**

1. Geopolitics (from Greek γῆ gē “earth, land” and πολιτική politiké “politics”) is the study of the effects of geography (human and physical) on international politics and international relations.

2. Geopolitical pundits have sought to demonstrate the importance in the determination of foreign policies of factors such as the acquisition of natural boundaries, access to important sea routes, and the control over strategically important land areas.

3. Political risk is the probability that political decisions, events or conditions will result in losses.

4. Broadly speaking, however, political risk refers to the complications businesses and governments may face as a result of what are commonly referred to as political decisions — or “any political change that alters the expected outcome and value of a given economic action by changing the probability of achieving business objectives”

**5. Using the following “word clouds” write a paragraph about global risks and their types. If necessary, explore the Internet to find information, but do not plagiarize, try to paraphrase.**



**VIDEO LESSON ON TOP GEOPOLITICAL RISKS FOR 2017**

**PRE-WATCHING TASKS:**

**You are going to watch news about top geopolitical risks for 2017. CBS News held interview with Ian Bremmer, founder of Eurasia Group, that annually forecasts the political risks most likely to play out over the course of the year. This year's report was published on 3 January, 2017.**

**Task 1.** Multiple—choice quiz: “How aware are you of political risks?” do the quiz and then check your answer with your teacher:

**I Political risk**

- A) is an example of a macro risk
- B) arises from uncertainty regarding exchange rates.
- C) refers to the potential losses to the parent firm resulting from adverse political developments in the host country
- D) a) and c) are both correct.

**II Other things equal, a country will be perceived to have more political risk:**

- A) The less integrated it is into the world system
- B) The more stable a country's government is.
- C) The more stable its neighboring countries are
- D) With lessening income inequality

**III Country risk**

- A) is a narrower measure of risk than political risk
- B) is a broader measure of risk than political risk.
- C) is unrelated to political risk.
- D) none of the above

**IV OPIC stands for**

- A) The Organization of Petroleum Importing Countries
- B) The Olympic Potential Incubation Center
- C) The Option Pricing Institute Councils
- D) The Overseas Private Investment Corporation

**Task 2. Look at the photos and try to predict some of the top geopolitical risks and explain your forecasts:**



**WHILE-WATCHING TASK:**

**Task 3. As you watch the video, fill in the blanks with one or two words:**

1. But if you want to talk about the \_\_\_\_\_ we have to recognize that this is the most dangerous year in terms of \_\_\_\_\_.

2. You know there is economic \_\_\_\_\_ on average every seven years since World War II, so people that have been in the marketplace for a long time are used to the \_\_\_\_ and \_\_\_\_ cycle.

3. Geopolitics has recessions too but we haven't one since \_\_\_\_\_.

4. You've done this list of all the different types of risks from all around the globe but, of course, the top of your list is \_\_\_\_\_ America.

5. The idea that the USA no longer is prepared to play the role of either global \_\_\_\_\_, architect of global trade or perhaps most importantly

## UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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\_\_\_\_\_ of global values, this is no more exceptional and \_\_\_\_\_ America.

6. None of that is really a serious challenge in the USA in \_\_\_\_\_.

7. American allies, they are very \_\_\_\_\_ by the USA, that says that they are no longer want to take on the responsibilities of traditional \_\_\_\_\_ or the provision of public goods, the support of \_\_\_\_\_.

8. But now the second on your list is “\_\_\_\_\_”. What are you referring to there?

9. This is of course the most important \_\_\_\_\_ in the world that between the US and China.

10. Trump is likely to manage the Chinese relationship \_\_\_\_\_, especially if people don't take \_\_\_\_\_ out of his hands.

### POST-WATCHING TASK:

#### Task 4. Watch the video and answer the following questions:

1. How does 2017 list of geopolitical risks look like compared to some of the other years lists? Why did he call it to be the most dangerous one?

2. “In 2017 we enter a period of geopolitical recession”. What is the meaning of geopolitical recession?

3. What causes a lot of instability around the world?

4. What occupies the top of the list? Why?

5. What's the second thing on the list?

6. How does he describe relationship with China in time of Obama and Trump's presidency?

7. What are the positive trends in the list of geopolitical risks?

8. Does he think that there is a remote possibility that major powers will end up at war with each other?



Here's the link to video: <https://goo.gl/ey94C6>

**READING ACTIVITY**  
**DONALD TRUMP ON GLOBAL RISK LIST**

**PRE-READING TASK:**

**Task 1. GLOBAL GEOPOLITICAL RISK LIST:** How risky are these things on the Global Risk List? Complete this table with your partner(s). Change partners often and share what you wrote.

	How risky?	What would change in the world?
A Donald Trump presidency		
The UK leaving the EU		
China's economic slowdown		
The rise of jihadi terrorism		
Oil price shock		
Break-up of EU		

**Task 2. RISKS:** Rank these with your partner. Put the biggest risks to the world at the top. Change partners often and share your rankings.

- the break-up of the EU
- Donald Trump
- oil prices
- climate change
- North Korean missiles
- terrorism
- viruses
- cyber-crime

**Task 3. TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

- a. Donald Trump becoming president is the biggest risk T / F facing the world.
- b. The EIU says a Trump presidency and jihadi terrorism T / F are equally risky.
- c. There is a lot of information on the details of Mr. Trump's T / F policies.
- d. Mr. Trump changes his policy details a lot. T / F

- e. The EIU says a Trump presidency is riskier than the UK T / F leaving the EU.
- f. The EIU says Russian foreign policy is riskier than a T / F Trump presidency.
- g. Mr. Trump said Americans would pay for a wall on the T / F US-Mexico border.
- h. Mr. Trump has called for a permanent ban on Muslims T / F entering the USA.

**WHILE-READING TASKS:**

**Task 4. GAP FILLING**

<p>Researchers have stated that Donald Trump (1) _____ the U.S. presidency is one of the top ten risks (2) _____ the world. The Economist Intelligence Unit (EIU) warns that a president Trump could (3) _____ the world's economy and increase political tensions worldwide. It said a Trump (4) _____ in November's U.S. presidential elections could also lead to global insecurity. The EIU puts Mr. Trump on the same (5) _____ of risk as, «the rising threat of jihadi terrorism destabilising the global economy». A reason for Mr. Trump's high (6) _____ is a lack of information about his proposed plans. The EIU said: «Thus far, Mr. Trump has given very few (7) _____ of his policies, and these tend to be prone to (8) _____ revision.»</p>	<p><i>level details facing victory winning constant ranking disrupt</i></p>
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<p>The EIU rated Mr. Trump as being riskier than the United Kingdom leaving the European Union or an (9) _____ confrontation in the South China Sea. He was seen as (10) _____ dangerous than China encountering a (11) _____ economic slowdown and Russia’s foreign policy in Ukraine and Syria resulting in a new cold war. The EIU said Mr. Trump has got many people worried by his (12) _____ towards Mexico and China, which «could escalate (13) _____ into a trade war». Mr. Trump has called for a «big, big wall» to be built on the US-Mexican (14) _____ to keep «illegal immigrants» and «drug dealers» out of the United States. He (15) _____ said he would get Mexico to pay for it. He has also called for a temporary (16) _____ on Muslims entering the USA.</p>	<p><i>sharp even less rapidly armed ban rhetoric border</i></p>
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**Task 5. Post reading activity: COMPREHENSION QUESTIONS**

1. How many risks are in the list Donald Trump is mentioned in?
2. When is the U.S. presidential election?
3. What rising threat did the EIU say could destabilize the global economy?
4. What is there a lack of regarding Mr. Trump’s plans?
5. What did the EIU say Mr. Trump’s policies were prone to?
6. Which body of water is mentioned in the article?
7. Which country was mentioned in the article for its foreign policy?
8. What could Mr. Trump’s rhetoric develop into?
9. Who does Mr. Trump want to pay for a big wall?
10. What did Mr. Trump call for a temporary ban on?

**PROJECTS WORK:**

**Giving a Great Ignite Talk on the topic of “Geopolitical awareness”**

**A. Preparation stage:** Sit the geopolitical awareness quiz and check yourself: This quiz is a brief survey of geopolitical awareness to help keep you up to date on the current world situation.

1. *While the Palestinian authority governs the West Bank, this group, which is on the US terrorism watch list, Governs the Gaza strip*

- A. Hizbollah
- B. The Muslim Brotherhood
- C. The Shriners
- D. Hammas

2. *Evo Morales, a former Coca farmer, is President of which Latin American country?*

- A. Peru
- B. Guatemala
- C. Bolivia
- D. Chile

3. *The Arab Spring, a spontaneous uprising of citizens against totalitarian regimes in various Arab countries, began in this country*

- A. Egypt
- B. Lybia
- C. Tunisia
- D. Syria

4. *The current ruler of North Korea is*

- A. Kim il Sung
- B. Kim Jong il
- C. Kim Yates
- D. Kim Jong Un

5. *This world heritage city, which was recently occupied by Muslim extremists and northern separatists, was freed by French and African troops.*

To make it clear!

In Ignite Talk each speakers gets 7 minutes, and must use 20 slides with each slide advancing automatically after 15 seconds, forcing speakers to get the point, fast. Having slides that automate seems mad, and in a way it is, but the surprise is that for most speakers it forces them to be far more concise and thoughtful than they would in any other format.



#### UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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- A. Mogadishu
- B. Timbuktu
- C. Granada
- D. Bujambara

6. *A former bus driver and labor leader, this current president of Venezuela is the hand picked successor of Hugo Chavez*

- A. Evo Morales
- B. Raoul Cisneros
- C. Nicholas Maduro
- D. Alejandro Junco de la Vega

7. *Known as an off shore banking destination, this Island nation and mythical birthplace of the Goddess Aphrodite is the latest recipient of an European Union bailout.*

- A. Malta
- B. Sardinia
- C. Corsica
- D. Cyprus
- E. Greece

8. *Bangladesh was recently in the news for a factory collapse that killed more than 1100 people. Before 1971 this country used to be known as ...*

- A. Balochistan
- B. Rhodesia
- C. East Pakistan
- D. The Hindu Kush

9. *The South American Common market, made up of Argentina, Brazil, Paraguay, Uruguay, Venezuela, and Bolivia and headquartered in Montevideo is commonly known as...*

- A. Mercosur
- B. Comunidad de Naciones con Gran Balcones
- C. Trianfotur
- D. Chimichurri

10. *This most populous country in Africa has large proven oil reserves ...*

- A. Ethiopia

- B. Botswana
- C. Nigeria
- D. Niger



<https://goo.gl/z1MmSz>

Check your answers at

1. <https://www.proprofs.com/quiz-school/story.php?title=geopolitical-awareness-quiz>

**B. Choose one of the eight question-topics and prepare a great ignite talk:**

1. Geopolitics in humanitarian action
2. Geopolitics and globalization
3. Geopolitics in Asia
4. The influence of geopolitics on peace and stability
5. Geopolitical forces and strategy
6. Geopolitics of Kazakhstan
7. Geostrategy as a subfield of geopolitics
8. The link between business and geopolitics

C. Research and explore the topic on the Internet.

D. Prepare a plan (outline) of your speech content.

E. Prepare a wordlist of the phrases and collocations you are to use in your speech.

F. Design and create a power point presentation with 20 slides

G. Learn by heart your speech by practicing in front of the mirror.

**WRITING ACTIVITY:** write a formal report on the topic “Strategies to Better Manage Geopolitical Risk”. Not less than 300 words. **Slogan of the report:** “*Political Risk Can’t Be Avoided, But It Can Be Managed*”

**Preparation stage:**

**A. Search the Internet for Top 10 political risks for 2016 and compare the predictions done by political risk researcher Ian Bremmer and his team at Eurasia Group with the current situations and geopolitical problems.**

B. In your report describe them in terms of:

- √ *Trustworthiness of such predictions*
- √ *Changes and stability in the top lists*
- √ *The role of forecasting and responding to geopolitical risks*
- √ *The ways and strategies undertaken by different countries to manage geopolitical risks*
- √ *General ways of managing risks in an unstable world.*

**Implementation stage: as you write the report, follow the given steps on how to write a report**

**Step 1. Research your topic.** Make sure you have the correct number of sources for your paper (your guidelines should cover how many sources your teacher expects you to have).

*If you are writing a report about a time in history, make sure to add a time line.*

*If you are writing a report on an event, find out what other events led to your event, what actually happened during the event, and what the aftermath of the event was.*

**Step 2. Come up with a thesis statement.** Thesis statements are the main idea of your report. A thesis statement summarizes what you want to prove in your report for your reader. All of your subsequent topic sentences of body paragraphs should tie back into this thesis, so make sure that it is general enough to stand throughout your essay. If you are simply reporting on a topic, create a thesis statement that does not contain any opinion-based information. If you are creating a thesis that is meant to persuade someone about a topic, or that is meant to deeply analyze a topic, the thesis should contain an argument that you intend to prove in your essay.

**Step 3. Create an outline.** Outlines help you to visualize how your essay will look. Outlines can be straightforward lists, idea webs or concept maps. Begin with your thesis statement and then pick the three major ideas related to your thesis statement that you will want to cover in your essay. Write down details about each main idea. Your main ideas should support your thesis. They should be the evidence that provides support to your argument.

**Step 4. Write your introduction.** Your intro is where you introduce your topic and state your thesis. Your intro should be engaging but not corny—the goal should be to hook the reader so that they want to read the rest of your report. You should provide some background information on your topic and then state your thesis so that the reader knows what the report is going to be about. When you are revising make sure you look at the first word in every sentence and try not to let any of them be repetitive.

**Step 5. Write your body paragraphs.** The body paragraphs are where you state your evidence that supports your thesis. Each body paragraph consists of a topic sentence and evidence supporting the topic sentence. The topic sentence introduces the main idea of the body paragraph and links the paragraph back to the thesis.

**Step 6. Support your topic sentence.** After you write your topic sentence in the body paragraph, provide evidence found in your research that supports your topic sentence. This evidence can be descriptions of things mentioned in your topic sentence, quotes from experts on the subjects, or more information about the topic listed.

**Step 7. Write your conclusion.** This paragraph both summarizes your thesis again, and provides your final thoughts on your topic. It should reiterate to the reader what the reader should be taking away from your report.

**UNIT 4: GEOPOLITICAL FUTURES:  
MAJOR POLITICAL DEVELOPMENTS**

**Theme 4: Comparative Analysis: Geopolitical Position of  
Kazakhstan and World (3 hours)**

**WARMING-UP ACTIVITY:**

**1. Your teacher has asked you to bring to class current news or issues concerning the topic of religions and cultures. Prepare two or three brief news about the situation related to religions today and then report to class.**

**2. Game “Balderdash”**

**A.** Take a sheet of paper and write down the meaning of the following words and phrases, if you are not sure try to guess or make predictions.

**B.** Then the teacher collects all your papers and reads the definitions you have written and asks everybody what answer is correct.

First students guess, if cannot the teacher gives correct answers.

**C.** Then together with the teacher you try to understand the meanings, discuss and learn the words by heart.

environmental	degradation	geopolitics	transport corridors
sustainability	bilateral issues	natural disasters	
terrorism threats	poverty	freedom of speech	diplomacy

**3. Match the headlines with the passages taken from these articles. Work in pairs; tell in brief what the article is about. Predict other key issues that the given article would cover.**

<p><b>1. The EU and Central Asia: Horizons of Cooperation – New Challenges and New Dimensions</b></p>	<p>A) Extremism means, literally: driving to the limit, to the extreme or the quality or state of being extreme, advocacy of extreme measures or views. Nowadays, the term is used mostly in a political or religious sense, for an ideology that is considered to be far outside the mainstream attitudes of society.</p>
<p><b>2. Anti-terrorist protection as top priority of the SCO activity</b></p>	<p>B) However, experts voiced and still voice strong doubts about the effectiveness of such activities. The scheme of direct military contacts is subject to criticism, as it often takes the form “military tourism.”</p>
<p><b>3. Islam against Terrorism</b></p>	<p>C) In order to maintain a normal life in Afghanistan, which remains one of the poorest countries in the world, the assistance in the amount of not less than 5.5 billion dollars a year is needed. This is significantly less than the amount the US spent annually during the Afghan campaign.</p>
<p><b>4. Afghanistan and integrated approach to regional security</b></p>	<p>D) With all of the above there should be an acknowledgment of the progress made in the implementation of policy in Central Asia from 2007-2013 which has successfully promoted the multilateral contacts of Europe in Central Asia and Kazakhstan, and vice versa, of Kazakhstan in Europe.</p>

**5. The Dynamics of NATO Presence in Central Asia: A Genealogical Analysis**

E) Historically the SCO started its activity from the “shanghai Five” in 1996-1997. The main issues of the Shanghai meeting at the initial stage were signing of agreements on strengthening of confidence in sphere of defense and reduction of border armed services.

**COMMUNICATION TASKS**

**1. Work on groups.** Choose one of the following headlines and make up an interesting story or article about it. One student from the group starts the story; then another student tells what happened next and so on. Groups take turns telling their stories or articles. Other students ask questions. Which group has the best story or article?

***Geopolitical** triangle: **Kazakhstan**-China-Russia*

*New Emphasis in Foreign Policy of **Kazakhstan***

*What **Kazakhstan** Thinks About Globalization?*

***Geopolitical** future of **Kazakhstan***

*How to survive in the modern world: **Kazakh** diplomacy*

**2. Prepare three or four local/international news on geopolitical issues of Kazakhstan and world at home, and present to class. Bring different mass media issues related to the topic and present them in the class. Then try to inform the students about:**

What are the key points of the article/issue?

Why are they important?

What have you found out new or old from the issues and why?

## UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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What is the main vocabulary of the issues?

Before inform the title or headline of your article/issue, then ask the others to guess what about the article/issue going to be about.

**3. Search for the key words** *geopolitics* from the internet. Present your findings in class. Then translate them into Kazakh/Russian languages.

**4. Match the words in the box with their correct definitions. And then use them to make up situations.**

FORECASTING	CONFLICT	GLOBALIZATION	SECURITY
UNEMPLOYMENT	ALLOCATION	CRISIS	POLICY
HUMILIATION	STABILIZATION		

1) the unhappy and ashamed feeling that you get when something embarrassing happens

2) a statement about what is likely to happen based on available information

3) a set of plans or actions agreed on by a government

4) safety from attack, harm, or damage

5) fighting between countries or groups

6) a situation in which some people do not have work and do not have an income

7) the idea that the world is developing a single economy and culture as a result of improved technology and communications and the influence of very large

8) to reach a state where there are no longer any major changes or problems

9) the process of deciding to give an amount or share of something to someone

10) an urgent, difficult, or dangerous situation

**5. Find out as much information as possible to the following geopolitical issues. First, gather information about the issues. Second, make up an outline how to present this information in presentations. Third, present your findings in class:**



- *Identifying global trends*
- *Political crisis*
- *Climate change*
- *Poverty issues*
- *Food crisis and insecurity*
- *Women's rights*
- *Culture peace building*
- *Civil affairs*

### READING ACTIVITY

#### PRE-READING TASK:

**Task 1.** You are going to read the text about Kazakhstan and China relationships. Answer the following questions:

- What kind of relations do Kazakhstan and China have?
- What spheres are important fields in KZ and CHI relations?

**Task 2.** What do you know about the following organizations and issues? Give as much information as possible about the organizations and key issues consulting the Internet or paper-based sources.

- Shanghai Cooperation Organization
- World Trade Organization
- Central Asian States
- Kazakh path
- Kazakh national welfare fund
- Chinese emigration

### KAZAKHSTAN AND CHINA

Over the last few years Kazakhstan has implemented foreign policies aimed to improve relations with a vast array of new geopolitical actors, besides common partners such as Russia, on which the Central Asian country was formerly heavily dependent.

Using its huge potential in the hydrocarbon industry, Kazakhstan has managed to rise above all other Central Asian states in terms of political and

economic importance and has turned its eyes to China as an important and powerful partner for cooperation in the economic, political, and security spheres.

**The “Kazakh path” (with its contradictions) and Kazakh-Chinese relations**

It should therefore be remembered that no matters how impressive Kazakhstan’s achievements might seem, there is room for improvement: the country still needs help from its neighbors and is continuously and dynamically looking for opportunities to consolidate its growth through economic cooperation. This makes Chinese-Kazakh relations particularly important not just for the overall situation of the trade balance between the two countries, but, in a broader sense, also for the very sustainability of the “Kazakh path”, and for Central Asian stability in general.

**An outline of Kazakh-Chinese relations**

Political relations between China and Kazakhstan are successful: since independence, the two countries have settled old disputes about their common border and established close political contacts. Chinese and Kazakh officials meet frequently to discuss bilateral issues and, for Kazakhstan, “developing good neighborly relations with China is a top priority”. Today, both share membership of the Shanghai Cooperation Organization and other regional groups committed to promote political cooperation and security. This entails strong reciprocal support in some of the two countries’ most important foreign policy goals: Kazakhstan backs Beijing’s “One China” policy, supporting the official Chinese position on Taiwan and Tibet, while China supports Kazakhstan’s bid to become a member of the WTO.

Bilateral economic relations are equally positive and have been intensifying for many years. The main factor behind the continuous improvements in trade relations is China’s unmatched willingness and ability to invest. Figures in this regard are impressive: at the beginning of

2011, for example, Beijing committed to loan \$1.7 billion to the Kazakh national welfare fund, \$5 billion to the local petrochemical industry, and to buy Kazakh uranium for an estimated \$8 billion. Increased Chinese influence is welcomed in Astana because it provides an opportunity to diversify the country's economy. For many years, trade relations remained limited to gas and oil exports from Kazakhstan to China, however trade is now slowly starting to diversify, with positive consequences for the economic interconnection of the two countries, especially in the border regions.

### **Chinese migration and local reactions**

Besides the risk of dependence on China, there is also another problem for Kazakhstan: if, on the one hand, Chinese investments and cheap goods are generally much welcomed both by the Central Asian governments and by the local population, the same cannot be said about Chinese emigration, temporary or permanent. It is not unusual, in the region, to hear complaints about Chinese workers. Sometimes, criticism is directed also at those laborers who build strategic infrastructure that would never see the light of the day without China's help. Such feelings are even stronger in Kazakhstan, whose population size and demographic density pale in comparison to that of China. Many Kazakhs fear a Chinese demographic expansion in their country and are afraid that Beijing may be actually pursuing an agenda of colonization of the Central Asian countries. In 2010, Chinese attempts to lease a vast swath of Kazakh land were met with fierce (and unusually large) protests from the local population. Kazakhs are worried by what they can see just across the border, in East Turkestan, where the percentage of Uyghurs in the total population has been progressively reduced by a massive influx of ethnic Han, who may even become the majority in a not-so-distant future. The concerns of the Kazakh population cannot be ignored by the authorities and will definitely prove to be a powerful obstacle to economic integration in the form of direct Chinese presence in Kazakhstan.



address: <https://goo.gl/aGXrFn>

This article was written by Fabio Belafatti, and originally published at the following address: [http://www.equilibri.net/nuovo/sites/default/files/focus\\_belafatti\\_china%20kazakhstan.pdf](http://www.equilibri.net/nuovo/sites/default/files/focus_belafatti_china%20kazakhstan.pdf)

### **WHILE-READING TASKS:**

**Read the text and do the following tasks:**

#### **Task 3. LEA (language experience approach) task**

A. Work in pairs. Dictate the whole text or the parts of text to each other in your own words.

B. Your partner should write down what the first student has said and later read the text what you have written.

C. Your partner should ask questions about the text, the second student should answer them.

D. Partners will retell the text to each other in brief.

#### **Task 4. FIND A SENTENCE**

**Find from the text that you think ....**

- 1) a beautiful sentence
- 2) a very interesting sentence
- 3) a surprising sentence
- 4) a sentence that contains the main idea
- 5) a sentence the student doesn't understand
- 6) a sentence that reminds the student of something
- 7) a sentence that makes great sense to student
- 8) a sentence the student agrees or disagrees with
- 9) a sentence that upsets the student

### **POST-READING TASK:**

**Task 5. Discuss the following questions related to the article:**

- 1) What is your personal attitude to Kazakh-Chinese relations?

- 2) Are political relations between China and Kazakhstan successful?
- 3) What further improvement would you suggest to Kazakh-Chinese relations?

**Task 6. VOCABULARY TASK.**

Match the English words, phrases or collocations related to the sociopolitical topic with their Kazakh/Russian equivalents. Explain their meaning and say in what situations or contexts they are used. Use them in your own sentences or situations.

diplomatic analyst	доллардың жетіспеушілігі/нехватка долларов, долларовый дефицит
dirty tricks	қауіпті жағдай/опасная обстановка
disintegration	заңсыз тартып алу, иемдену/незаконный захват
dollar gap	кепілдік, кепіл/залог, заложник
dope story	саяси оқиғаларға шолу жасау/обзор политических событий
double nationality	бай, бакуатты/денежный мешок, богач
explosive situation	байланыс/общение, деловая связь
fat cat	алдын ала ойластырылған жоспар, амал/заранее разработанный сценарий, стратегия
franchise	күйреу, төңкеріс/распад
game plan	дауыс құқығы/право голоса
general assignment reporter	екіжақты азаматтық/двойное гражданство
hijacking	импичмент/импичмент
hostage	көленкелі іс/темные дела, грязные махинации
impeachment	жан-жақты журналист/журналист широкого профиля
intercourse	халықаралық шолушы/международный обозреватель

**COMMUNICATION TASK:**

**Think over the following geopolitical issues and give your overview.**

**1. Geopolitical triangle: Kazakhstan-China-Russia**

Make an analytical overview on the problems of Eurasian integration, regional and international security, as well as the uneasy relations in the

Kazakhstan-Russia-China triangle. Take into consideration projects of China, Russia, and Kazakhstan in the energy field and how advantageous they are for our country. What are the main interests of triangle: Kazakhstan-China-Russia on geopolitical platform?

## **2. Geopolitical projects in Central Asia and the role of Kazakhstan**

Consider the nature of Kazakhstan's participation in geopolitical projects in Central Asia.

Dwell on the benefits of New Silk Road as one of the competing geopolitical projects in Central Asia.

Analyze the creation of "Eurasian Union" on the basis of integration of Russia, Belarus and Kazakhstan. Point out the pros and cons of **the Eurasian Economic Union (EEU) and the "Economic Belt of the Silk Road" (EBSR)**.

## **3. Geopolitical Risks**

Give your overview on geopolitical risks of 2017. Make up a list of geopolitical risks 2017. You may use the given risks or take your own: A Donald Trump presidency; The UK leaving the EU; China's economic slowdown; The rise of jihadi terrorism; Oil price shock; Break-up of EU. Support each position with strong argument (What occupies the top of the list? Why? What's the second thing on the list etc.?). Give the answer to the following questions: Are there any positive trends in the list of geopolitical risks? What causes an instability around the world?

## **4. Strategies to Better Manage Geopolitical Risk**

Give your overview on whether geopolitical risks can be completely avoided or they can be managed. Present the strategies for managing geopolitical risks basing on the ways and strategies undertaken by different countries to manage geopolitical risks.

## **5. Geopolitical issue: Women's rights**

Consider the geopolitical issue on Women's rights. Make a short research on "Women's rights" covering the following points and present your solution for each of them: employment and workplace discrimination and the wage gap; the gender gaps in STEM (science, technology, engineering,

and mathematics) and executive careers; the current high rates of sexual violence toward women; international women's rights issues.

### **PROJECT: Toastmaster International. Public speaking**

Your assignment is to make up a public speaking according to the roles. Your speaking should include three parts table topics, prepared speeches and evaluations. Table topics give us a chance to learn how to think on our feet. Prepared speeches teach us to master specific speaking objectives. Evaluations help us to improve our listening skills and to be supportive in our feedback and recommendations. The roles to be distributed: Toastmaster (1 student); Grammarian (1 student); General Evaluator (1 student); Ah Counter (1 student); Table topic Master (1 student); Speakers (several students); Evaluators (depends on the number of speakers).

**Stage 1:** Distribute the roles beforehand. According to roles the students should fulfill their tasks.

**Stage 2:** The speakers (ice-breakers) should get prepared to the given topic of discussion on the theme "Oil and gas. Ferrous and non-ferrous metals. Problems and the future of this sector". Then present their talks.

**Stage 3:** The evaluators should assess the speakers speeches according to the evaluation sheet.

**Stage 4:** Table topic discussion. The Table topic Master prepares questions on the chosen theme and ask the participants to answer on feet.

**Stage 5:** Toastmaster makes a conclusion.

### **WATCH A VIDEO "TURKEY'S GEOPOLITICAL STRENGTHS" AND DO THE FOLLOWING TASKS:**

**A)** Before watching a video find out as much information about Turkey as possible. Read and revise Turkey's geographical position, climate, population, home and foreign policy, etc. Numerate strengths of Turkey as one of the most powerful states in the world.

**B)** Translate the video to your mother tongue and record your voice on the "Audacity" programme. Later, your teacher checks and assesses your translation.

**C)** Make a special report or public presentation on the topic "Kazakhstan's

geopolitical strengths” in comparison with Turkey. Give comparative analysis of Kazakhstan and Turkey in some definite areas. Later debate on the topic: “Turkey has the potential to become a world superpower.”

**Translation task:** Translate the state document “Republic of Kazakhstan and European Countries: Cooperation for Regional Security.” Students divide six parts to make an appropriate translation from English into Kazakh/Russian. Before translating the text, work on the unknown words. First, underline or circle them, and then, look up the dictionaries to search the meaning. Later, give appropriate translation from English into Kazakh/Russian (See the annex 6).



**WORDLIST OF UNIT 2**

actual position of affairs	to defeat	nuclear arsenal
ad hoc affair	tension	procurement of weapons
affairs of state	dangerous consequences	bilateral and trilateral relationships
arms-smuggling affair	mission	geopolitical risks
bilateral affairs	missile and nuclear tests	host country
crisis	humiliation	stabilization
day-to-day affairs	foolhardy	environmental
diplomacy	military options	political Nightmares
disarmament affairs	sovereign arbiter	degradation
electoral affairs	self-preservation	geopolitics
encroachment in country's domestic affairs	the long-run	transport corridors
foreign affairs	community interest	
	short-run national interest	sustainability
global village	threat	balance-of-power dynamics
interference in smb's internal affairs	relative gains, losses	
internal affairs	vigilance	bilateral issues
jeopardize	impeachment	home/foreign policy
legal affairs	to take appropriate measures	natural disasters
management of public and state affairs	to remedy the danger	terrorism threats
overblown affair	equilibrium	poverty
present posture of affairs	flock to	freedom of speech
put-up affair	aggregate power	forecasting
ramification of an affair	accumulations of power	conflict
security	unemployment	allocation

## UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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tension in international affairs	military postures and doctrines	globalization
turnabout in the affairs of a region	nuclear capabilities	geopolitical isolation
rapprochement	deputy chairman	city desk
humility	chamber of commerce	civil officer
arrogance	champion of peace	diversity
compassion	to channel aid	to reinforce
to overcome	charismatic leader	deadlock
challenges	charisma rating	to undermine
case studies	charter member	violence
to carry an election	Chief Delegate	vulnerability
casting vote	chilling effect	divisiveness
Chairman	deputy chairman	frontier
dignity	complexity	reconciliation
to sustain	inclusive	to foster
decade	approach	to nourish
universal values	to tackle the issues	willingness
governance	frontier	to thrive
legislation	crucial	to pioneer
peace	inherent	reciprocal
conventional	to denote	dissention
response	aspiration	fissures
dignity	complexity	xenophobia
discrimination	solidarity	stakeholders
racism	corner stones	suicide bombing
intolerance	coexistence	mass shootings
prejudice	to evaluate	humanity
extreme violence	to elaborate	rehabilitation

#### UNIT 4. GEOPOLITICAL FUTURES: MAJOR POLITICAL DEVELOPMENTS

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intolerance	to Establish	nuclear test site
surge	mutual	destructive
stereotypes	to promote	contaminated
commitment	to disseminate	impact
conviviality	dimensions	stakeholders
to exceed	victims	resolutions
equal	to adopt	donors
resistance	to obtain	emergencies
closure	benefits	recovery
carried out	sympathetic	counselling
detrimental	consequences	victim mentality
victims	to eliminate	culture of dependency
nuclear weapons	feasibility	spirit
to expose	cooperative	to undertake
to exceed	population	self-help
arms-smuggling affairs	determined	insults
bilateral affairs	reach an agreement	to defeat
tension in international affairs	to ameliorate	tensions
legal affairs	peace settlement	to escalate
internal affairs	willing	to misinterpret
foreign affairs	to compromise	irreversible
actual position of affairs	to negotiate	inevitable
civil war	ceasefire	to destroy
to break out	temporary	to defend
allies	response	weapons
to resolve	deterrent	refugees
missile	to approve	restrictions

**KEY VOCABULARY LIST**  
**UNIT 1. KAZAKHSTAN IN THE WORLD ARENA**  
**THEME 1.1. HOME AND FOREIGN POLICY**

**A**

alliance  
ally(allies)  
ambassador  
amiable

**B**

balanced  
beneficial

**C**

contentious  
controversial  
cooperation

**D**

diplomacy  
diplomat  
doctrine  
domestic affairs  
domestic policy  
detrimental

**E**

Embassy  
export  
eligible

environment  
efficiency

**F**

foreign affairs  
foreign policy  
fundamental

**G**

Growth

**H**

harmonious

**I**

international relations  
instability  
internal  
investment

**M**

multicultural  
market

**P**

partnership  
potential

**S**

secretary of state  
state department  
stability  
sustainable

**T**

treaty  
trade

**U**

unity

**THEME 1.2. INTERNATIONAL COOPERATION (VISITS, NEGOTIATIONS, AGREEMENTS, TREATIES)**

**A**

assistance  
according to the agreement  
agreement  
arms limitation talks  
arms control talks  
a working visit  
a return visit, reply visit  
a visit of friendship  
at the invitation of  
a host country  
an exchange of visits at highest  
level

an open exchange of views  
a confident exchange of views  
a partner in negotiations  
a treaty of friendship and  
cooperation

**B**

benefit, profit  
bilateral talks  
by virtue of a treaty

**C**

coming visit  
confidential talks

**D**

distinguished guest  
domestic events

**F**

friendly visit  
forthcoming visit

**H**

head of the delegation  
home news

**I**

informal visit  
in honor of  
in accordance with, in conformity  
with  
international affairs  
in the course of negotiations

**L**

latest developments

## KEY VOCABULARY LIST

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### M

mutual exchanges  
mutually beneficial contacts  
multilateral talks  
mutual aid

### N

negotiations  
negotiation ended in failure

### O

on behalf of  
on the arrival

### P

participate, to take part (in)  
present-day events

### R

return visit  
reply visit  
round table talks, a round table

### S

security  
summit talks  
safely

### T

talk, official talks  
the annual international book fair  
the talks were a success  
the subject of the negotiations  
top-level negotiations  
to be on an official visit

to accept an invitation  
to reject an invitation  
to convey an invitation  
to head a delegation  
to play host  
to provide for exchanges  
to celebrate the anniversary  
to give a warm, cordial  
welcome to a delegation  
to tour the country  
to express warm gratitude (to)  
to get acquainted with sb  
to reach an agreement  
to cancel agreement  
to sign an agreement  
to conclude a treaty  
to come into force  
top-level talks, summit talks  
to hold negotiations, to conduct  
negotiations  
to initiate talks  
to interrupt negotiations, to  
break negotiations  
to resume talks, to renew talks  
to complete talks  
treaty

### U

under the agreement  
unofficial visit  
unofficial talks

### V

visit of friendship

### W

world news

**UNIT 2. GLOBAL COMMUNICATION AND  
INTERNATIONAL RELATIONS**

**THEME 2.1. INTERNATIONAL ORGANIZATIONS  
(CONGRESSES, CONFERENCES, MEETINGS)**

**A**

alliances  
annual conference  
assembly  
auditing

**C**

committee  
conference  
congress  
convener  
colloquium  
credentials

**D**

delegate  
deputy

**E**

European Union (EU)

**I**

International Monetary Fund  
(IMF)  
international organizations

**M**

meeting

**N**

North Atlantic Treaty  
Organization (NATO)

**O**

occasional congress

**P**

plenary  
preliminary  
provisional

**R**

regional organizations

**S**

secretary  
symposium

**T**

to approve  
to call a conference  
treasurer

**U**

United Nations (UN)  
United Nations Educational,

## KEY VOCABULARY LIST

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Scientific, And Cultural World Health Organization  
Organization (UNESCO) (WHO)

### W

world bank

World Trade Organization  
(WTO)

## 2.2 MASS MEDIA

### A

advertise  
advertising  
advertisement  
advantage  
animated cartoon  
a.d. (anno domini)  
according to, in accordance with

### B

broadcast  
broadcasting  
b.c. (before christ)

### C

community  
comment (on)  
cover  
coverage  
conference  
current news / events

### D

deep understanding  
domestic / home / news

### E

e-mail / electronic mail  
entertain

### F

feature film  
fiction  
focus (on)  
foreign / world / international  
news

### L

lifestyle  
link

### M

mass media / means of  
communications  
movie  
mutual understanding

### N

network  
newsheet  
nonprofit

### O

on-line service provider



KEY VOCABULARY LIST

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**P**

point out  
promotion  
present  
publish  
publication  
public opinion  
publicity

**R**

round-table talks

**S**

shape  
socialize / communicate  
stress, emphasize

**T**

thriller  
to adopt a resolution, to carry a resolution  
to approve (of) resolution  
to disapprove (of) a resolution  
to reject a resolution  
to vote for a resolution  
to vote against a resolution  
to hold negotiations (talks), to conduct  
to interrupt negotiations (talks), to break off  
to resume negotiations (talks)  
top-level talks, summit talks  
to conclude an agreement

to reach an agreement  
to sign an agreement  
to cancel an agreement, to annul

an

to conclude a treaty  
to ratify a treaty  
to sign a treaty  
to violate a treaty  
in the atmosphere of respect and mutual

to draw up (drew, drawn), to work out

to submit for consideration  
to submit a resolution

(an agreement, a treaty) for consideration

to come into force, to enter into force

to face a question, to confront a question

the questions confronting (facing) the proposal

to advance a proposal, to put forward a proposal

to adopt a proposal, to accept a proposal

to approve (of) a proposal  
to disapprove (of) a proposal  
to reject a proposal  
transfer

**U**

under the agreement  
understanding

## ADDITIONAL MATERIAL

### ROUNDTABLE DISCUSSION GUIDELINES

#### **What is a roundtable discussion?**

The roundtable discussions are an opportunity for participants to get together in an informal setting to examine issues as they relate to pediatric surgical nursing. There is no formal agenda, but there are specific topics. The facilitator needs to be well versed on the topic and engage the group member in the discussion. There is no projection available during these sessions.

#### **Options:**

- Facilitators can have questions prepared in advance and provide it to the registered participants (the goal is to get at and discuss the issues surrounding this topic).

- Another format is to have the audience present questions to the roundtable participants. If you choose this option please have questions sent to the program chair at [programchair@apsna.org](mailto:programchair@apsna.org), these will be made available to the participants by April 1, 2014.

- A combination of these is also an option.

- Qualities of Effective Roundtables:

- Time managed carefully

- Moderator well versed on topic and keeps focused

- Facilitator does as much prep work for discussion as possible

- Summary of highlights

- There will be 12 roundtable discussions, each lasting 30 minutes.

Participants will have the option to attend 6 of these roundtables as they rotate every 30 minutes through the sessions.

#### **Preparation Materials and Roundtable Discussion Issues**

#### **I. Background Information, Findings Publicized, and Other Key Facts About the topic to be discussed.**

Provide as much information as possible to the roundtable participants. Any summary background information that is available, pertinent or pending legislation or regulatory requirements, web links, other references.

#### **Suggested presentation:**

A. The central question/issue/problem you examined

B. Your findings

C. Your conclusions based on these findings

D. Implications for policy, practice and research

E. Questions for audience members

## **II. Roundtable Discussion Issues**

One format for a roundtable is to have the questions prepared in advance and provided to the participants. If this is the chosen methodology, identify the key topics the roundtable is to address. Then develop thought-provoking, open-ended questions to get at and discuss the issues surrounding these topics. Be detailed in the formulation of the questions. Develop enough questions to completely explore the issues. You do not need to expect a specific answer to each individual question, the discussion can address multiple questions. The best source for topics and related questions are the people who will participate in the roundtable. Another format is to have the audience present questions to the roundtable participants for spontaneous response.

A combination of these two formats is also an option.

**III. Suggestions for Roundtable Facilitation** The overriding goal of this type of event is participation and information exchange by the participants. If this happens you've achieved your objective.

**The following bullets are intended to help the facilitator get into the proper frame of mind to achieve this goal:**

A. Re-familiarize yourself with your objectives, process, and deliverables in advance.

B. Review the process you will use (how they are going to get there) so the group will know what is to be covered now or later, when, for how long, etc.

C. Get participants to supply the responses to the questions.

D. Stay on point/issue/target with the group as much as possible.

E. Recognize your view is least important to the group.

F. Avoid answering your own questions.

G. Stay active, attentive, standing, engaged.

H. Maintain a positive, supportive, on-point attitude.

I. React to participant comments with patience and non-evaluative demeanor.

J. Focus on participant while speaking and paraphrase back for clarification as needed.

K. Demonstrate you know something (but not too much) about the area under discussion.

L. Recognize all who want to speak with attentiveness and a smile.

M. Maintain a posture of openness, interest, and interaction.

N. Appreciate people for their contributions to the discussion.

O. Move the discussion to the next point when interest wanes or overkill is evident.

P. Promise and DELIVER on the results they achieved.

Q. Do not allow any one participant to monopolize the roundtable.

R. Have a designated scribe and facilitator assistant available at the roundtable. The scribe should obtain feedback of member sentiment.

#### **IV. Suggestions for Opening Comments / Introduction / Ground Rules**

A. Facilitator self-introduction and welcoming of the group.

B. Explanation of facilitator's role and process.

C. General expectations/objectives of roundtable.

D. Discuss schedule, timing and ground rules. Review planned roundtable format (what? how? how long? why? what's in it for you?)

E. Participant introduction.

F. Gather preliminary discussion questions and record

G. Reach consensus and summarize roundtable objectives and ground rules.

*<https://goo.gl/JhMLDt>*



### **GUIDELINES FOR A SUCCESSFUL PRESENTATION**

#### **1 What makes a good presentation?**

A presentation, and the presenter, the person giving it, are usually judged by:

1 The way the presentation is **organized**:

- The ideas and the visual aids (see below) are clearly structured - easy to follow

- how the information is mixed with interesting examples and stories - people want to hear

how the presenter relates personally to the subject

2 The way the presentation is **delivered**:

- rapport with the audience - members feel that the presenter understands them

- eye contact - the way the presenter looks at the audience

- loud enough voice

• variety in your tone of voice - it's important not to speak in a monotone and to vary the speed that you speak at

3 The way the presenter feels about the topic, the audience and himself/herself:

- confident and relaxed look
- enthusiastic about the topic
- positive attitude
- interested in the audience and getting them involved - participating in their minds

**Presentation vocabulary**

**Key steps: introduction**

**My name's** Anne-Marie Duval and I work for Gem Consultants  
It's very nice to see so many of you here in Cannes on such a sunny day!

I'm going to talk about "Consultancy Skills for the 21st Century"

There are three main areas I want to look at today

If you have any questions, I'll be happy to answer them at the end of the session

**Key steps: main part**

**OK. To begin with**, let's look at the first type of skills that consultants need: technical skills.

Of course, related to technical skills, you need good general knowledge of management subjects.

**That's all I have time for** on technical skills.

**Let's move on to the second area:** interpersonal skills.

As you can see on this slide, there are two key areas in relation to interpersonal skills.

And as this transparency shows, interpersonal skills are complex

**I think that covers everything on interpersonal** skills.

Time is moving on, so let's turn to the third area: people management issues

This is the third and most important area that I want to talk about today.

**Key steps: closing**

Let me just sum up. Firstly, we looked at technical skills, secondly, interpersonal skills, and last but not least, people management issues.

In fact, the secret for success in the future is going to be, in my view, these people management issues.

That brings me to the end of my presentation. Are there any questions?

**Dealing with questions**

That's a fair point. I know that some consultants don't have a very good image....

That's confidential. I'm afraid, I can't tell you

That's not really my field. But I can put you in touch with someone in my organisation who is working on this issue...

The questioner would like to know what sort of background the people we recruit usually have.

Is that right? Well, we recruit some of our consultants from straight out of business school, but mainly....

Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate on consultants' skills, not to go into particular case studies in consultancy.

Well, we've run out of time but if you'd like to come and discuss that with me it now, I'll try and give you an answer. I think that's a good place to stop. Thank you for listening

### **Intercultural aspects**

**a** Avoid **mannerisms** - irritating ways of moving and speaking - such as overusing 'Er ...'.

**b** Be careful with **humour**. For example, don't make jokes about people in the audience.

**c** **Dress formally** unless you know for sure that the occasion is informal.

**d** **Maintain eye contact** by looking round the room at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.

**e** **Face the audience at all times:** don't speak to the equipment or the screen.

**f** **Remain standing:** don't sit. Stay more or less in one place and don't move around too much.

**g** **Smiling is fine at appropriate moments, but not too much:** it can seem insincere - as if you don't mean it.

**h** **Use gesture** - hand movements - to emphasise key points. Point with your whole hand, rather than just one finger.

**i** Respect the audience. Don't make exaggerated claims - don't say things are better than they really are.

*(Retrieved from: Business Vocabulary in Use Intermediate. Bill Mascoll  
Cambridge University Press 2010 p.129-131)*

**GUIDELINES FOR USING *IN-TEXT CITATIONS* IN  
A SUMMARY (or RESEARCH PAPER)**

The purpose of a summary is to give the reader, in a about 1/3 of the original length of an article/lecture, a clear, objective picture of the original lecture or text. Most importantly, **the summary restates only the main points of a text or a lecture without giving examples or details**, such as dates, numbers or statistics.

Skills practiced: **note-taking, paraphrasing** (using your own words and sentence structure), condensing

**Examples of acceptable paraphrases and unacceptable paraphrases (= plagiarism):** Plagiarism: What It is and How to Recognize and Avoid It

**Before writing the summary:**

1. For a text, **read, mark, and annotate** the original. (For a lecture, work with the notes you took.)
  - o highlight the topic sentence
  - o highlight key points/key words/phrases
  - o highlight the concluding sentence
  - o outline each paragraph in the margin
2. Take notes on the following:
  - o the source (author--first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.)
  - o the main idea of the original (paraphrased)
  - o the major supporting points (in outline form)
  - o major supporting explanations (e.g. reasons/causes or effects)

**Writing your summary--Steps:**

1. Organize your notes into an outline which includes main ideas and supporting points **but no examples or details** (dates, numbers, statistics).
2. Write an introductory paragraph that begins with **a frame**, including an **in-text citation of the source** and the author as well as a **reporting verb** to introduce the main idea. **The reporting verb is generally in present tense.**
3. At the end of your summary, double-space and write a **reference** for the in-text citation (see #8 below), following APA guidelines.

1. ARTICLE:

In the article, \_\_\_\_\_ (author's last name (year) argues (claims/reports/contends/maintains states) that \_\_\_\_\_ (main idea/argument;

S + V + C).

## ADDITIONAL MATERIAL

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**Example:** In his article, Serwer (1997) describes how Michael Dell founded Dell Computers and claims that Dell's low-cost, direct-sales strategy and high quality standards accounted for Dell's enormous success.

2. **BOOK:**

In his book *The Pearl*, John Steinbeck (1945) illustrates the fight between good and evil in humankind.

3. **INTERVIEW:**

In an interview \_\_\_\_\_ (first name last name) stated that \_\_\_\_\_ (main idea/argument; S + V + C) \_\_\_\_\_ (personal communication, month day, year).

**Other examples of frames:**

1. According to \_\_\_\_\_ (author's last name) (year), \_\_\_\_\_ (main idea; S + V + C).

2. \_\_\_\_\_ (author's last name) (year) argues that \_\_\_\_\_ (main idea; S + V + C).

3. **If no author is given, use the title of the article:** According to " \_\_\_\_\_ " (Title of the Article) (year), \_\_\_\_\_ (main idea; S+V+C).

4. \_\_\_\_\_ (topic/NP) has had a major \_\_\_\_\_ impact on the \_\_\_\_\_ (NP) of \_\_\_\_\_ (main idea; NP) (author's last name, year).

5. \_\_\_\_\_'s (author's last name) article on \_\_\_\_\_ (topic/NP) (year) discusses the \_\_\_\_\_ (main idea; Noun Phrase) of \_\_\_\_\_ (NP).

3. The main idea or argument needs to be included in this first sentence. Then mention the **major** aspects/factors/reasons that are discussed in the article/lecture. Give a full reference for this citation at the end of the summary (see #6. below).

a. For a **one-paragraph summary**, discuss each supporting point in a separate sentence. Give 1-2 explanations for each supporting point, summarizing the information from the original.

b. For a **multi-paragraph summary**, discuss each supporting point in a separate paragraph. Introduce it in the first sentence (topic sentence).

**Example:** The first major area in which women have become a powerful force is politics.

4. Support your topic sentence with the necessary reasons or arguments raised by the author/lecturer but omit all references to details, such as dates or statistics.



5. Use discourse markers that reflect the organization and controlling idea of the original, for example cause-effect, comparison-contrast, classification, process, chronological order, persuasive argument, etc.

6. In a longer summary, remind your reader that you are paraphrasing by using “**reminder phrases**,” such as

- The author goes on to say that ...
- The article (author) further states that ...
- (Author’s last name) also states/maintains/argues that ...
- (Author’s last name) also believes that ...
- (Author’s last name) concludes that ...

7. Restate the article’s/lecturer’s conclusion in one sentence.

8. Give a full reference for the citation (see the example below for the in-text citations in #2). For citing electronic sources, please see Citation of Electronic Resources.

*<https://goo.gl/Os8Vpk>*



## GUIDELINES FOR SOCRATIC SEMINAR

### Before the Socratic Seminar

Read and prepare your text before the seminar using the critical reading process.

1. Make sure you understand your purpose for reading. Follow the teacher’s reading prompt, if provided.

2. Pre-read by previewing the text and determining how it is structured, thinking about any background information you already know or you discussed in class, and noticing the questions you have before you read.

3. Interact with the text so you read it closely. This includes: □ Marking the text: 1. Number the paragraphs 2. Circle key terms 3. Underline important parts of the text that are connected to your purpose for reading □ Making annotations and/or taking notes: 1. Write notes in the margins or use sticky notes to write your thoughts and questions 2. Use Cornell notes, a dialectical journal, or some other form of notetaking to keep track of your thoughts, paying close attention to noting passages/paragraph numbers, page numbers, etc. You want to easily reference the text.

4. Extend beyond the text by writing several open-ended, higher-level questions that have no single right answer and will encourage discussion.

Areas to consider for questions: o Ask “Why?” about the author’s choices in the text, about a character’s motivation, about a situation described in the text, etc. o Ask about viewpoint or perspectives (realist, pessimist, optimist, etc.) o Examine the title, or tone of the text, or connect to current issues, theme, etc. o Ask, “If the author were alive today, how would s/he feel about...?” o Ask questions that explore your own interpretation of the reading. o Ask about importance: “So what . . . ?” “What does it matter that . . . ?” “What does it mean that . . . ?”

### **During the Seminar**

Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.

2. Show respect for differing ideas, thoughts, and values--no put-downs or sarcasm.

3. Allow each speaker enough time to begin and finish his or her thoughts—don’t interrupt.

4. Involve others in the discussion, and ask others to elaborate on their responses (use “Academic Language Scripts”).

5. Build on what others say: ask questions to probe deeper, clarify, paraphrase and add, synthesize a variety of different views in your own summary. Examples: □ Ask questions to probe deeper: “Juan makes me think of another point: why would the author include...?” or “Sonya, what makes you think that the author meant...?” □ Clarify: “I think what Stephanie is trying to say is...” or “I’m not sure I understand what you are saying, Jeff. What is...” □ Paraphrase and add: “Lupe said that.... I agree with her and also think...” □ Synthesize: “Based on the ideas from Tim, Shanequia, and Maya, it seems like we all think that the author is...”

6. Use your best active listening skills: nod, make eye contact, lean forward, provide feedback, and listen carefully to others.

7. Participate openly and keep your mind open to new ideas and possibilities.

8. Refer to the text often, and give evidence and examples to support your response. Example: “The author has clearly stated in line 22 that...”

9. Discuss the ideas of the text, not each other’s opinions or personal experiences.

10. Take notes about important points you want to remember or new questions you want to ask.

**After the Seminar**

Think about what you've learned as a result of participating in the Socratic seminar. Summarize: Use writing to think about and summarize the content of the seminar, especially to capture new understandings of the text. Examples of Summary Questions/Prompts:

- Based on this seminar, what are the most important points about this text?
- How does my understanding of the text connect to other things I'm learning?
- What major ideas do I better understand about this text after the seminar?

• There are three main ideas I'm taking away from this seminar...

2. Reflect: Use writing to think about and reflect on the process of the seminar--both your contribution and the group's process. Examples of Reflection Questions/Prompts:

- How did I contribute to this discussion—what did I add to it?
- What questions do I now have as a result of this seminar?
- Who helped move the dialogue forward? How?
- At what point did the seminar lapse into debate/discussion rather than dialogue? How did the group handle this?
- Did anyone dominate the conversation? How did the group handle this?
- What would I like to do differently as a participant the next time I am in a seminar?

3. Set Goals: Be prepared to set goals for improvement in the next seminar. Examples of Goal-setting Questions/Prompts:

- What will I do differently to make the next seminar better?
- Two things I will do in the next seminar to be a more active listener....
- To be better prepared for the seminar, I will do \_\_\_\_\_ with the text.

## TRANSCRIPTS OF RECORDINGS

### THEME 1.1 HOME AND FOREIGN POLICY

#### Listening

Hi and welcome back to Mr. Raymond civics EEOC Academy work today we are going to continue looking outside of the United States as we examine US foreign policy now last time we looked at different systems and forms of governments that countries have used around the world including the United States so go back to our channel after this and check that out if you haven't already so as our benchmark says you are first and foremost going to have to know the difference between what is US domestic and foreign policy now foreign policy means anything that takes place outside of the United States and domestic are the issues that exist inside America foreign affairs includes diplomacy which is developing relationships with other countries international trade especially selling US goods around the world and of course our military's international interactions with foreign nations so domestic issues include education the economy and the always important issue of unemployment for those who can't find jobs the cost and access to health care is a major domestic issue and crime another example of a domestic concern now you already know who is involved in dealing with domestic issues as you've learned this year it is the job of the US Congress who passed laws the president who enforces and influences laws the courts or the judicial branch who determine if our laws are fair and how will be treated by them and state governments who also make enforce and judge their own laws in our system of what is called federalism the government's plan for dealing with issues both foreign and domestic are known as policies a policy is a plan for dealing with issues and examples of domestic policies would be No Child Left Behind that's George Bush's attempt to make sure that states were providing a solid education for its kids unemployment benefits for those who can't find a job as an example of a domestic policy Medicare which is free health care for the elder as well as Medicaid free health care for the poor federal agents such as the FBI work with State Police to fight crime and these are all examples of domestic policies but a lot of what the American government deals with are issues that take place outside of America and this is the responsibility of two branches the president with the executive branch as well as the US Congress or the legislative branch so what is the president's role in foreign policy the president signs treaties with other countries they appoint ambassadors they appoint the secretary of the state they serve as

commander-in-chief or the head of the military and they have a role that we discuss known as a chief diplomat which means they develop relationships with other countries meanwhile Congress plays a large role in developing foreign policy as well both houses of Congress have committees dedicated to foreign affairs as hopefully you remember the president has to work with Congress especially the Senate as they are the ones responsible for approving or confirming treaties they also confirm the Secretary of State and ambassadors and it's also Congress not the president who have the power to declare war finally it's members of Congress that must vote to approve the money that will be spent by the State Department the military and the executive branch in carrying out foreign affairs so what are the goals of foreign policy well national security keeping America safe from other countries is definitely the number-one goal and while sometimes it might not seem that way because America gets into a lot of fights it's the goal of the American government to try to keep peace around the world another goal of u.s. foreign policy is to spread democracy around the world there are still a lot of countries ruled by harsh governments that denies citizens rights and the US government tries to influence these countries to give up some of those powers and hand them over to the people of course America is always looking out for its economic interests and it's the job of the US government to promote trade with other countries the United States also gives the largest amount of aid to foreign countries of any country in the world so let's look closer at who helps the President and Congress in carrying out these goals the Secretary of State is a member of the president's cabinet and they are the chief adviser to the President on Foreign Affairs it's their job to go out into the world and represent America to foreign countries they play a crucial role in developing friendships known as alliances and they meet with heads of foreign nations to serve the United States interests around the world here is the current Secretary of State under President Obama John Kerry former senator who ran for president against George W Bush in 2004 Kerry took over for Hillary Clinton herself running for president so you can tell this is a very high-profile position in fact six former presidents served as Secretary of State before they became the president now Secretary of State Kerry played a huge role recently in negotiating an agreement with Iran to stop them from building nuclear weapons and here you could see Kerry meeting with the Iranian Foreign Minister Mohammad Javad Zarif the Secretary of State is the head of the Department of State it's usually called the State Department which is responsible for Foreign Relations in addition to the Secretary of State the State Department includes thousands and tens of thousands of advisers and

employees including ambassadors and embassy staff the main job of the State Department is called diplomacy diplomacy means building relationships with other countries and the people whose job this is are known as diplomats the u.s. currently has diplomatic relationships with over 180 countries the President appoints chief diplomats known as ambassadors to go and live in these countries and represent the United States the ambassador's are in charge of US embassies which are like our headquarters in other countries in addition to building relationships embassy these are where Americans who are traveling in those countries can go and get assistance and embassies provide millions of visas every year for foreigners to visit the United States again these are all part of the US State Department to be an ambassador is a pretty high-profile position it's here as we see President John F Kennedy with his dad and his dad was ambassador to Great Britain leading up to World War two and below we see President Kennedy's daughter is currently the ambassador to Japan ambassadors can help play a role in creating treaties a treaty is a formal agreement between two or more countries and treaties are signed by the president but must be confirmed by a two-thirds vote in the Senate as stated in the US Constitution here we see the president signing a treaty with the President of Russia and the Senate approving a nuclear treaty probably the best known treaties are peace treaties signed to end a war but treaties can range from trade to security to the environment to treaties that might appear on your test our NATO or the North Atlantic Treaty Organization and NAFTA north american free trade agreement between the US Canada and Mexico in which all three countries agree to trade without taxing each other NATO really demonstrates the goal of establishing what are known as alliances alliances or agreements to work together between different parties and your allies are your friends NATO is a security alliance between the United States Canada and many European countries to protect each other in case of an attack this treaty states that if one member of the Alliance is attacked all the other members must come to their defense another way the u.s. builds relationships and promotes peace is through foreign aid as you see here the United States gave away thirty five billion dollars worth of aid in 2013 the top five countries receiving aid Israel Afghanistan Egypt Pakistan and Iraq are all located in the Middle East which speaks to the instability of this region right now although we have added to that instability with our recent wars against Afghanistan and Iraq which is something we'll talk about in an upcoming video in this graph you can see the 2015 requests by the executive branch for foreign aid and some of the reasons for the aid are listed including food and disease as well as stabilization and conflict

and just being good as we see here in Afghanistan the u.s. also has an agency known as US aid or the Agency for International Development which provides food and water and medical care and just basic supplies and as you can see they have provided a lot of aid in Africa South America Asia and again here in the Middle East now what does the United States do as a deterrent or a punishment for countries that we are having problems with well one option is an economic deterrent known as sanctions are when the United States puts bans on trading with countries or other financial restrictions here is a recent map of countries with US sanctions in place we see Cuba Iran Sudan North Korea and Myanmar with the most serious sanctions put on them and you can see how sanctions can affect a country by looking at Cuba's streets filled with cars built from the 1950s most sanctions don't last for that long or are that severe here is a cartoon poking fun at sanctions recently put on Russia for sending troops into neighboring Ukraine they don't look very strong there of course if sanctions don't work the last step is using military force we are going to look at an overview of US military conflicts in an upcoming video and this is obviously the most serious form of foreign policy that our government can undertake again it's up to Congress to declare war the president can use force as he is the commander-in-chief of the military now foreign policy can definitely impact domestic policy 9/11 is a prime example while this attack did take place inside America the foreign actors involved this tragic event and the foreign policy undertaken in the war on terror ever since has made America a place much more focused on internal security the Cold War which we'll be looking at soon had a similar effect on domestic policy America's fear of communism led the American government to investigate its own citizens as a worldwide conflict impacted the domestic situation in fact there's a great new movie out called Trumbo that demonstrates this paranoia that the government had about communism coming into America finally global warming a worldwide issue has impacted our domestic policies to do our part in this serious issue so as you can see foreign policy and domestic policy while two separate areas of focus for the US government will continue to influence one another into the future and that's it for our foreign policy up next we're going to look at international organizations but before we do let's review education is it a domestic or a foreign policy well that's domestic because that happens here treaties domestic or foreign policy foreign which branch of the US government does not deal with foreign policy remember the president Congress so that leaves out the judicial branch what is the president's role in foreign policy we mentioned several things the president signs treaties appoint ambassadors appoints the

Secretary of State serves as the commander in chief and is the chief diplomat for the country what is Congress's role in foreign policy okay Congress in this case its Senate they confirm treaties they confirm ambassadors and Secretary of State appointments it's Congress that declares war and it's Congress that provides the money for all of the foreign policy what is the name for a formal agreement between two or more countries remember we gave you a couple examples NATO and NAFTA that is a treaty what is the military alliance between the u.s. Canada and many European countries call that kind of just gave that one away it is NATO or the North Atlantic Treaty Organization what is the economic deterrent of blocking trade with a foreign country called we just went over that one it is a sanction and that is it I want to thank you guys for watching up next we're going to continue our search outside of America looking at international organizations so be sure to subscribe and just a reminder teachers that this PowerPoint and lesson plans activities and worksheets are all available at Teachers Pay Teachers just search for mr. rim and civic COC Academy again thanks for watching.

## **THEME 1.2. INTERNATIONAL COOPERATION (VISITS, NEGOTIATIONS, AGREEMENTS, TREATIES).**

### **Listening: China outlines Silk Road plan for global trade"**

The Chinese government is investing tens of billions of dollars as part of an ambitious economic plan to rebuild ports, roads and rail networks.

China's President Xi Jinping has pledged \$124bn (£96bn) for the scheme, known as the Belt and Road initiative.

"Trade is the important engine of economic development," Mr Xi said at a summit of world leaders in Beijing.

The plan, which aims to expand trade links between Asia, Africa, Europe and beyond, was first unveiled in 2013.

Part of the massive funding boost, which is aimed at strengthening China's links with its trading partners, includes 60bn yuan (\$9bn; £7bn) in aid to developing countries and international institutions that form part of the Belt and Road project.

Mr Xi used his speech to assure Western diplomats that the plan, described as the **new Silk Road**, was not simply an attempt to promote Chinese influence globally.

"In advancing the Belt and Road, we will not re-tread the old path of games between foes. Instead we will create a new model of co-operation



and mutual benefit,” Mr Xi said at the opening of the two-day summit.

“We should build an open platform of co-operation and uphold and grow an open world economy,” he added.

Mr Xi said that it was time for the world to promote open development and encourage the building of systems of “fair, reasonable and transparent global trade and investment rules”.

“China is willing to share its development experience with all countries. We will not interfere in other countries’ internal affairs,” he said.

“No matter if they are from Asia and Europe, or Africa or the Americas, they are all co-operative partners in building the Belt and Road.”

Mr Xi did not give a timeframe for the distribution of funds pledged for the projects outlined on Sunday.

Leaders from 29 countries are attending the Belt and Road forum, which ends on Monday, including Russian President Vladimir Putin and Turkish President Recep Tayep Erdogan.

Several other European leaders, including the prime ministers of Spain, Italy, Greece and Hungary, are also attending the summit.

## THEME 2.1 INTERNATIONAL ORGANIZATIONS

### Listening 1

Now let's turn to a trifecta of super nationalist organizations which are frequently in the news and I'll bet you've heard of them but they're kind of steel oddballs they don't fit into the nice tidy categories that we've talked about with these other super Nationals organizations now we've referenced one of these already the World Trade Organization the WTO we talked about back in the economics section but I wanted to bring them back up here because they are not a trade bloc all the other ones we talked about in that section were trade bloc's or even OPEC which is a cartel the World Trade Organization is not any of those things because it's not really a business and it's not a business agreement the World Trade Organization is this association of countries in the world and it does have like a hundred fifty hundred sixty members everybody wants to be in the part of the WTO now that helps facilitate trade not really the nuts and bolts of hey we're going to trade bananas with you and we're and you'll trade this with us now it's like a kind of a board that oversees all of the trade agreements between individual countries or even within individual trade bloc's that we've talked about now they are you kind of protested a lot in today's world in fact some of you crazy college kids who probably went out and protested

individual WTO meetings that have occurred around America or the world and why is that well what would be bad about having those WTO is this panel this group that oversees trade and of course they're the ones that also if two countries have a trade dispute then the WTO is like the judge that goes and settles it and they actually do have a superstructure in place to find a country if they break the rules of the WTO so why would people protest that that would seemingly be a good entity to have that's helping regulate and control trade worldwide well because they are really seen as a force of globalization perhaps the most successful a form of globalization on the planet has been economics and trade and all countries in the world are either in the WTO or want to become members of the WTO because that has been the trend of our times every government says hey we want to trade more and buy more and sell more and let's go if we get into this club that we can do it more better and everybody works together more what's wrong with that well because of course it's seen as globalization and there are those folks that are anti globalization that see this as a evil network that is helping I homogenized the entire planet and helping fat-cat capitalists get richer and multinationals corporations just destroy and pillage the planet so that's why I usually have a anti-globalization protestors at these WTO meetings and and liberal college students and anti-fur people and anti multinational corporation people and pro-environmental people who all really look at the WTO is kind of an oak as' for their rage and that's why often times makes the news got it so that's the WTO itself it's not a trade bloc it's more of an overseer of global trade that everybody wants in the club because everybody's got to follow the rules and if somebody breaks the rules and you can sue each other alright now there's two other financial based entities that I want to touch upon here there are also in this oddball category and that is the IMF and the World Bank IMF the International Monetary Fund and the World Bank now these two are strange kind of bizarre they don't really fit in nicely anywhere uh they were both started up at the same time and that was roughly the same time the United Nations was created just after World War Two they originally kind of conceived as intergovernmental agencies that were under the umbrella of the United Nations but let's just call spade a spade they're really kind of full-on independent of businesses at this point they're still kind of attached in name I think to the United Nations but what I want you to know is these are like multinational businesses they are a business they are for-profit they are banks that lend money and they want that money back eventually with interest again it it's kind of like a big multinational business but the members aren't individual capitalists who start a bank in our it is countries

that get together and have started these two banks okay having said that they do actually have you know a superstructure and rules and regulations they are they are a business so they're run like a business entity but again they're kind of unique because they're not like a trade bloc and they're not even like an OPEC and they're not even like a WTO they're not overseeing and regulating stuff they are lending money for very specific purposes and all of the countries who are members of the IMF and/or the World Bank of which most of the countries in the world are in both however the countries that have the most pull that have the most voice that make the most money at both of these banking institutions are of course the classically richest countries which have had the most money to put into the kitty for the banks to lend now maybe I'm talking in circles here let me just say it outright the g7 the g8 countries are the ones that created these entities back the same time the UN was created and the g7 / g8 countries the one once who were the richest who had the most money to put in physically into the bank if you're gonna have a bank you got to have money in there to lend out and so it was the United States and the UK and France and Germany and even Russia that has the most money to put in to the kitty at the IMF and at the World Bank therefore since they're contributing the most they have the most voice on how the day-to-day operations are run who money will be lent to the interest rates and ultimately how much profit is made is mostly comes back to those biggest contributor countries which have classically been kind of the team west us European countries with me so far all right that's what they are all about generally what are these two things do independently what's specifically different about them the International Monetary Fund what it does is lends money to governments of sovereign states mostly to stabilize economies to stabilize currencies and so let's say that your government is physically getting ready to go bankrupt you're like holy crap we don't have enough money to pay government workers this year to pay our debts to do again governments are much like businesses themselves and what if your business is going to go bankrupt the IMF will lend you money to say your ass they want the money back eventually with interest but they can save your ass right now look at the IMF s almost like an international credit card okay then government can swipe to save their ass right now while they're broke with me so far that is very different from the World Bank mission and the World Bank's mission is all about actually they talk about eradicating poverty that's one of their main goals they say yeah we we want to eradicate poverty and here's how we're going to do it the World Bank lends money for very specific projects to do specific things like to start a chain of schools in a country actual money you need to build

the school houses and staff them or more often or not they have disease eradication programs maybe vaccination programs that they will get a lend a country money to do in their country to eradicate bad things or to say build a hydroelectric dam to provide energy but just like the IMF the World Bank lends money lends money with the expectation of getting their money back for profit with interest in patch to it that makes sense okay so two specific separate missions for these two international intergovernmental agencies.

## **Listening 2**

International organizations have existed since the 19th century but it is really during the second half of the 20th century that they have increased in number and in importance today there are a few hundred international organizations around the world from small technical organizations established between neighboring states like a bilateral River Commission to universal organizations entrusted with crucial political tasks like the United Nations international organizations play an important role in what can be called the global governance their expertise and professionalism is relied upon by States and States often turned to them in order to design decide and implement common policies and of course this is not without raising some concerns and some problems of legitimacy and accountability but those issues are largely political issues rather than purely legal ones and despite their importance this course will unfortunately not be able to address to address all of them despite their differences in composition in size and in object and purpose international organizations can be defined from a legal point of view as associations of States and/or of other organizations associations that are established between them to serve specific tasks and which are equipped for that purpose with permanent organs I let me take those elements in turn first an international organization is an association unlike states whose creation is to a large extent the result of a factual process international organizations are always the result of a free intent to get together and act together second an association as an association the International Organization has members in many instances those members are States and this explains why international organizations are also often referred to as being intergovernmental organizations but other international organizations may also be members of international organizations if the rules of the organization allows it and for instance while only states may be members of the United Nations separate customs territory having full autonomy in the conduct of external commercial relations can also be members of the World Trade Organization and this is why for instance the

European community now the European Union has been a founding member of the WTO alongside the European Union member states organizations are established as a result of a juridical Act usually a treaty concluded between the founding members the organization is not party to the treaty under which it has been established but such treaty will be the basic instrument of the organization it will be binding upon the organization and it will be like a constitution for the organization it is because their membership is made of other subjects of international law and it is because their creation results from an act governed by international law that international organizations can be distinguished from domestic law associations like NGOs or other legal entities constituted under the laws of a specific country 3 an international organization is established between its members in order to serve specific tasks organizations are based on functionalism they are there to fulfill certain functions and are for that matter specialized for instance an international organization can be established in order to monitor and to protect migrating birds or in order to design and coordinate the rules relating to civil aviation or in order to regulate fisheries in certain oceans or as the International Criminal Court to prosecute and to judge individuals accused of having committed grave international crimes will revert to this element of functionalism and of speciality when addressing the personality and the powers of international organizations for and lastly international organizations are equipped with permanent organs those organs are usually a secretariat made of international civil servants and some governing body where the members of the organization are represented and those organs are permanent an international organization is not an addict international conference set up for a certain purpose during a couple of weeks or month the permanent character of the organs will make the organization an institution an institution with its habits its character and its internal culture to put it bluntly international organizations are bureaucracies and by this I do not want to mock them or to be pejorative in any way on the contrary as Max Weber demonstrated bureaucracies are profoundly rational and they are central to any modern way to govern moreover law is central to bureaucracies and bureaucracies are moved by the law by this I mean that bureaucrats always act by referring to the legal instruments and the rules in order to justify their action bureaucrats civil servants derive their power and their authority from the law and always first and rely on it to give reasons for their actions and this is true in national bureaucracies but it is somehow squared in international bureaucracies in any international organization when a new task is envisaged the first question that will need to be addressed is to know what legal basis entitles the organization to carry

it out and that is a question for lawyers and as that question will always somehow refer to the international instrument under which the organization is established which is an instrument governed by international law that question will be a question of international law itself

## THEME 2.2 MASS MEDIA

### Listening: Social media revolution

**Wendy:** Wherever we are, thanks to devices like these, we can all feel connected. They've created a media revolution. Ah! Just been sent the address and a picture of the place we need to go. So come on! This must be it. Now, part of that media revolution is happening inside that house. Let's go and see how. There are lights, a camera, actors and a film crew. They're filming a comedy programme.

**Director:** Action!

**Policeman 1:** AAAAAH!

**Policeman 2:** Right, you then, over here!

**Wendy:** But what's unusual here is that this programme isn't being made for television. This series is only happening because of the social media revolution. All about the McKenzies was launched on YouTube. They kept the costs down by filming on cheaper, high-quality cameras and using a real house rather than an expensive studio. With the help of social media sites like Facebook and Twitter as well as its own website, it has built up a dedicated following.

**Angel:** Ian!

**Ian:** Angel!

**Samuell:** No, Angel, get out!

**Angel:** Technically, I'm not in the room ...

**Ian:** She's right, bro.

**Samuell:** Shut up, both of you.

**Director:** Action!

**Wendy:** Now, they are filming the third series. Not bad when you consider the writer, director and star, Samuell Benta, had never done anything like this before. So tell me about All about the McKenzies.

**Samuell:** All about the McKenzies, basically, is centred around a Black British Caribbean family living in London, following Samuell McKenzie, who is the main protagonist.

**Wendy:** How easy was it to get started?

**Samuell:** It was just me with an idea, and I told people what I was doing

in a video on Facebook. I posted an advert out saying ‘Hey, listen, this is what I want to do. Who’s interested?’

**Wendy:** Oh, right, so it all started with the use of social media?

**Samuell:** Yeah, I mean by using social media, it can just multiply rapidly. You can just share something, other people can share your stuff, and then next thing you know, a thousand people know about your idea when originally you only put one post up.

**Wendy:** Traditional media like magazines, newspapers and television broadcasters are also turning more and more to online media. Vice started twenty years ago as a magazine but has become one of the leading youth media brands in the world through social media. Al Brown is Head of Video at their London office.

**Al:** We’re in some ways classic publishers. You know, we write and we make films. What we do is that we constantly make sure that we’re responding to audience feedback in terms of what we’re making, so I think our audience feel very included in the content that we make and part of that conversation. Having content that people want to talk about and want to recommend is a big part of the way that our audience grows.

**Policeman:** Now, you had to go there, you had to go there ...

**Wendy:** Back at the filming for All about the McKenzies, the cast and crew told us how important social media is to their careers and to the programme.

**Make-up artist:** I get about 80% of my work through social networking sites. It’s all word of mouth, and the internet is the best way to spread the word.

**Actor:** You hear things through Facebook through, you know, various different contacts.

**Make-up artist 2:** I can put pictures of, like, my work, so that, you know, if they see something they like, it’s positive feedback and they can get in contact with you.

**Policeman:** LAPC. Freeze!

**Wendy:** There are now thousands of new programmes available online and which couldn’t have been distributed before the arrival of social media. With so much content out there, the choice for you is bigger than ever before. You just have to learn how to navigate through that extra choice to find what’s best for you

### **Listening: Digital Newspapers on Their Way**

Traditional and digital news media might soon merge to produce daily

newspapers on iPads. This is if the plans of Apple owner Steve Jobs and newspaper mogul Rupert Murdoch come to fruition. Industry rumours say the new newspaper will be called “The Daily”. There might even be a name to replace newspaper, as the new project will, of course, be paperless. There will be no print edition or even a Web edition of this new media. It will download straight to the iPad or alternative tablet for an unbeatable price of 99 cents a week. Messrs Jobs and Murdoch maybe onto a winning thing here. The Apple boss has the technology to be able to deliver digital news and Mr Murdoch owns the world’s biggest news corporation. They also both have a knack of knowing what people want.

There are reports that Murdoch is particularly interested in the iPad and how popular it is. He told Fox Business this week that The Daily was his “Number one most exciting project.” He seems to believe people will prefer to read the news on such a device rather than a traditional broadsheet newspaper. There are advantages of the tablet over a paper, such as the lack of origami-style gymnastics required to turn a page on a crowded train, or avoid the corner getting soaked in milk at the breakfast table. Other more obvious benefits to an iPad include the higher level of interactivity the user has with the news. Another advantage for Mr Murdoch and his News Corporation is that he could increase revenues by selling apps designed specifically for the iPad.



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**TUTORIALS (30 HOURS)**
**I. PROBLEM-SOLVING TASK**

Choose one of the two problem-solving tasks and be ready to present it:

**Problem solving task #1.** It can be argued that World War I was the most pivotal point in reshaping the political and social make-up of Europe. Support, modify, or refute this concept, providing specific evidence to justify your answer.

<b>Learning Objective</b>	<b>Historical Thinking Skill</b>
<p><b>1.</b> Explain how new ideas of political authority and the failure of democracy led to world wars, political revolutions, and the establishment of totalitarian regimes in the 20th century.</p>	<p>Patterns of Continuity and Change over Time</p>
<p><b>2.</b> Evaluate how the emergence of new weapons, tactics, and methods of military organization changed the scale and cost of warfare, required the centralization of power, and shifted the balance of power.</p>	<p>Historical Argumentation</p>
<p><b>3.</b> Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20 centuries.</p>	<p>Appropriate use of Relevant Historical Evidence</p>
<p><b>4.</b> Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.</p>	
<p><b>5.</b> Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.</p>	

**Problem-solving task #2.** Some historians argue that the Congress of Vienna and Concert of Europe were effective means of establishing and maintaining international peace and stability throughout the nineteenth century. Support, modify, or refute this stance, providing specific evidence to justify your answer.

<b>Learning Objective</b>	<b>Historical Thinking Skill</b>
<p><b>1.</b> Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20 centuries.</p> <p><b>2.</b> Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.</p> <p><b>3.</b> Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.</p> <p><b>4.</b> Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.</p>	<p>Patterns of Continuity and Change over Time</p> <p>Historical Argumentation</p> <p>Appropriate use of Relevant Historical Evidence</p>

## II. PROJECT WORK ON THE THEME “GEOPOLITICAL ISOLATION”

- Try mind mapping. To brainstorm ideas for your project, make a mind map to stimulate new thoughts. Use a plain piece of paper, poster board, or whiteboard for your mind map and write the goal of your project in the middle. Write down related topics, subtopics, and relevant concepts around the goal, and branch out from them to create and follow different tangents.
- Discuss things in a group. If you are doing a group project, brainstorming things together will allow each group member to

feed off of the ideas of others and gain new insight. Schedule a brainstorming session in a quiet place with few distractions. If you are working on a project on your own, group discussion with friends or colleagues can help you gain new perspective on the topic you're covering. Remember to include everybody in any decision-making

- Plot out your research. Plan out the process of your research by using the gap filling brainstorming technique. To do this, identify where you are starting from in terms of your knowledge and resources (i.e. Point A), and identify where you want go with your project (Point B). Make a list of all of the things missing between Point A and Point B and make a plan for filling in this gap.

- Make a project timeline. Completing a successful project requires a significant amount of time and work, which means evaluating your priorities and planning your course of action. Schedule specific research time and plan daily, weekly, or monthly targets for your progress (e.g. completing a detailed project outline by the first week). Keep track of your schedule with a smartphone app such as Schedule Planner, a free iphone app that organizes your tasks and deadlines.

- Use reliable sources. When looking up books, news articles, or websites, always look for the credentials of the author or creator of a text. Search for the name of the writer(s) to see if they have already been published, or cited in the work of others. Avoid anonymously-written text or any sensational writing that may be geared towards attracting readers rather than conveying facts.

- Find up to date material. When researching a topic, check the date of publication of all of the reference materials that you use. Current information is always ideal, but it is imperative to find the most recent data in dynamic fields such as the sciences. Historical texts, on the other hand, would be an exception.

- Draft a thesis statement. Start with a simple question about the topic of your project and begin your research. Once you grow

more familiar with the material, make a statement that you can argue for as a project goal. Ask yourself if the thesis statement needs to be researched, and make sure that it is only expressing one main idea.

- Add flair to your project. Make your project stand out by adding dynamic elements to it. Wherever possible, add auditory, visual, or tactile components to the project material to make it more interesting and accessible. Different approaches to the project will add new dimension to the topic covered.
- Add an auditory component like a taped interview or recorded radio broadcast to liven up the project.
- Add visual aids like charts, pictures, and maps to enhance the project.
- Add a tactile part to your project, like a short video.

### **III. IF YOU DON'T KNOW, ASK, OK?**

#### **Procedure:**

1. Announce the topic of the article or news item and ask students to volunteer what they know about it. Encourage students to ask questions.
2. Place the students in groups of three and ask them to write at least three questions about the topic.
3. Tell the students that they are going to read an article (or news item) in which some of their questions may be answered. The questions may be answered directly, by inference, or not at all. Their task is to determine with answers, if any, are given to their question.
4. Distribute the reading selection. Students read the selection and look for answers to their group's questions.
5. Have volunteers read their group's questions to the class and report on answers provided in the reading selection.
6. If students have generated questions for which there are no answers in the reading passage, use these as topics for project work or library research.

#### **IV. MATCH THE HEADLINE**

**Procedure:**

1. Locate suitable articles or items from newspapers, of one or two paragraphs in length. Each should have a reading. You will need one article and one heading from the articles.
2. Remove the headings from the articles.
3. Create groups of three to four to try to match them. Each group will have three or four articles plus headings.
4. Groups should note their suggested matchings, exchange their suggested headings and articles, and continue matching.
5. After they should read their articles with appropriate headings, and retell each other.

#### **V. PROJECT TASK**

**Task:** Choose the given themes for presentation and make up a project, based on your review of various sources and your opinion.

**Implementation stages:**

Preparatory:

1. Define the research aims and objectives (communicative, creative, organization)
2. Make up the list of points to include to the presentation/report
3. Show the topicality of the chosen theme
4. Make up a written draft plan for the presentation

Research:

1. Prepare the information connected with your research theme
2. Consult the tutor or advisor, fellow students
3. Gather much information related to the topic
4. Make a research

Creative

1. Analyze the data
2. Classify it according to your draft plan
1. Choose the main information to include into presentation
2. Look for different illustrative materials (pictures, videos, songs, graphs) to demonstrate your topic best

3. Make a conclusion
4. Make a draft for your speech

Total:

1. Recommendations according to the research
2. Give the benefits and drawbacks of the research theme
3. Make a list of used literature and further development of the theme
4. Preparation of the project
5. Defense of the project

**Presentation tasks:**

**1. Kazakhstan 2050 Strategy**

Overview Kazakhstan 2050 Strategy, its overall aims, Seven priorities of the Strategy Kazakhstan-2050, stages, principles, 10 top projects. What is your attitude towards it? Bring examples of implementation of this program.

**2. Principles of balanced and multi-vectored foreign policy of Kazakhstan**

Geopolitical position between Asia and Europe, economic and military-political interests along with natural resources and industrial potential determine Kazakhstan's position in international relations system as a median regional power and its multi-vectored foreign policy. Analyse these and present other features and principles of balanced and multi-vectored foreign policy of Kazakhstan.

**3. The membership of Kazakhstan in the Eurasian Economic Union (EAEU)**

Dwell on the aim and functions of given organization. What is your attitude towards the membership of Kazakhstan in the EAEU? What are the advantages and disadvantages for Kazakhstan as a member of this union?

**1. Balance of power**

Give definition to this phenomenon. Bring some examples of "balance of power" in global affairs. Suggest the ways and means of maintaining the balance of power in the world in terms of the following topics:

1. U.S. Leadership and the Global Balance of Power
2. Nuclear weapons and balance of power in the 21st century
3. Nations that produce high technology are most powerful
4. Globalization and balance of power
5. G20 and balance of power.

**5. Entering the UN became a *landmark event* in the creation and development of independent *Kazakhstan's* diplomatic service**

Consider 25th anniversary of Kazakhstan's diplomatic service.

Analyze Kazakhstan's foreign policy priority in multilateral diplomacy.

Dwell on "modern Kazakhstan's foreign policy is the history of our country's independence".

**6. Astana is host venue for talks between the Syrian government and the opposition**

Analyze the role of Kazakhstan in Astana Process Syria Peace Talks.

Why Kazakhstan was chosen as a suitable platform to host these negotiations?

Focus on the Kazakhstan's contribution in resolving the humanitarian crisis in Syria.

What is the role of Kazakhstan in ensuring peace and stability in the Middle East? Take into consideration Kazakhstan's initiatives at the UN Security Council.

**7. Astana EXPO 2017 "Energy of the Future" is a priority project for Kazakhstan.**

**Make an analytical overview on the role of EXPO 2017 in forming Kazakhstan's national brand**

Consider the role of EXPO 2017 on priority directions of Kazakhstan in terms of economy and policy.

Dwell on "Astana Expo 2017 is a great opportunity to attract foreign investors". Expo 2017 is as an instrument for Kazakhstan's engagement into global economic platforms.

**8. Counteraction to terrorism is one of the priority directions in ensuring national security of Kazakhstan**

Make a detailed analytical research on Kazakhstan's internal and

external policy in counteraction with regional and international threats.

What are the main activities of Kazakhstan in fighting against terrorism and extremism?

Does Kazakhstan strictly fulfill the requirements of the Resolution of UN Security Council?

Analyze the claim: “Our country supports efforts of the international community on fight against terrorism, develops full cooperation and interaction in practice.

### **9. War in Syria: Geopolitics of the Conflict**

Dwell on the problem of Syria’s crisis as the worst humanitarian crisis of our time.

Syrian refugee crisis: families fleeing violence.

What are the main reasons of geopolitical conflicts in Syria?

What are the ways of solving the problems civilians in Syria face with nowadays? How do you think does the Civil war in Syria have connections with religion, imbalance of power and political regime? What do you think about the impacts of conflicts in Syria on geopolitical situation in the world?

### **10. Rapprochement of Cultures: Social Transformations and Intercultural Dialogue**

Analyze the importance of the mission of the «Centre for the Rapprochement of Cultures» for the development of the global dialogue among civilizations, cultures and peoples in order to “construct defenses of peace in the minds of men».

What are the benefits of membership of Kazakhstan in UNESCO? Consider Interreligious and intercultural dialogue which helps overcome conflicts in our societies; different international organizations take part in promotion of mutual understanding.

### **11. The work of banks**

Analyze governmental and non-governmental banks of Kazakhstan. What are their roles for the development and prosperity of Kazakhstan? What are their functions? Show their influence and role for the development of economic sphere of the country.



### **12. Multilingualism in educational environment**

Speak on the role, necessity of the system. What have been done and what shall be done in the future? Your personal attitude to the issue. Do you approve or disapprove trinity of languages in Kazakhstan? What is your personal contribution for the support and development of the system?

### **13. Anticorruption measures in Kazakhstan**

Research the problem of corruption in Kazakhstan in comparison with the world. What are the common reasons of corruption? What measures should be taken to stop the problem in countries? Are there any punishment ways? Are they effective or not effective? Give your recommendations referring to experts' opinion.

### **14. Healthcare system in Kazakhstan**

Make a special survey on mandatory insurance system implemented in Kazakhstan. What are the benefits of the system? What have been done to inform the public?

### **15. The role of the President's annual address to people of the Republic of Kazakhstan to improve its foreign policy**

Give a short history of the President's annual address to people of Kazakhstan. Analyze each year annual and give their specific features. Why is it done every year and what are the benefits?

## **VI. SPEAKING TASK**

### **Part 1**

Ask your partner about his or her attitude to the problems and prospects of political system and geopolitical issues of Kazakhstan and around the world.

#### **Candidate A:**

#### **Questions that may be addressed to the partner:**

1. What countries have got perfect political system?
2. Can you name countries which have monarchy, theocracy, totalitarian regime?

3. What is the role of the political institutions in social life? What do they include?

4. How do you usually try to follow to political events in your country?

5. What are pros and cons of having democratic political way of development?

**Candidate B:**

**Questions that may be addressed to the partner:**

1. What kind of information do you have about judicial branch in this state?

2. What is your advice for development of improving the judicial system?

3. Who execute judicial authority in Kazakhstan?

4. What is the role of mass media on political issues?

5. Can you express your views on politics in your country?

**Part 2**

**Candidate A:**

Give your points of view on the national security of the Republic of Kazakhstan. You may talk on:

- the role of legislative power and executive authority in political system of Kazakhstan

- the possible problems, ways of solution on the given field

- the level of transparency these subjects in the country

- the significance of military service in your country

- the ways of strengthening the national security

**Candidate B:**

Give your points of view on peacebuilding ways or methods in your country. You may talk on:

- the relations between different ethnic groups in Kazakhstan

- the activities that are taken to peace building in your country

- the attitudes that Kazakhstan became a central platform for world issues

- the ways to develop the political consciousness of the civilians

- the specific features of Kazakhstan to stay one of the peace building countries in the world.

**Part 3**

Share your points of view on the following topic.

**Role play:**

Imagine that you are going to be an akim of a town who will decide how a large sum of money that was given him to spend on new issues. Create a dialogue and you should discuss the advantages and disadvantages of a list of possible new resources for your town and try to come to a decision about the importance of the items. You should try to choose priorities. If it is too difficult for you to order them all, choose the top three. Prepare a list of items.

Example list:

- A new sports centre
- More specialists
- A new computer technology
- .....
- .....
- .....

**VII. Case studies/pragmatic professional tasks**

1. What are the main types of businesses that attract women entrepreneurs in Kazakhstan? How the situation is different in other countries. And tell if you would like to run your own business what sectors you would like to run and why. Explain your choice.

- Travel and tourism
- Health and personal care
- Retailing
- Computer consultancy
- Catering services
- Training and development
- Financial services
- Publishing and printing

2. Answer the questions giving your points of view.

- Do you agree that Kazakhstan will enter to “top ten” oil producing nations? Give your points of view. What makes you think so?

- What are the factors or common reasons that growth of Kazakhstani oil production volume?

- Would you like to connect your working life with oil and gas sphere and explain why?

3. Speak on the problems and prospects of oil, gas and metallurgy sectors of Kazakhstan. State out facing problems, and then suggest possible solutions on them. Recommend how to improve the given sectors and to contribute to home country's economy.

4. Imagine that you are going to organize the Helpline for start-ups in business. What information or any other help would you provide? Explain your choice.

5. What advice or recommendations would you give to a person who runs his own business for the first time and how to make well in start-ups. Suggest five top tips and justify your choice.

6. The local authority of the city where you are studying has announced its intention to increase the annual budget for the improvement of the learning environment in your university. As a member of the Students' Committee you have been asked to submit a proposal for the authorities giving your suggestions. You should give details of how the money should be spent in at least three areas, including clear reasons for your recommendations. Write your proposal.

7. Within the framework of the program "Ruhani zhangyru" 300 social projects will be implemented in Almaty. As an entrepreneur, which of these objects you think plays major importance to improve the citizen's life style: a) building campuses for students b) building modern houses c) building rehabilitation centers for disabled people.

8. Some experts think that the United Nations is "doing a poor job." They argue the role of the organization in international security matters and humanitarian efforts. The world body is riddled with corruption and mismanagement, as well as a complete lack of discipline in its peacekeeping operations. Support, modify, or refute this decision, providing specific evidence to justify your answer.

9. Countries like Syria, Venezuela and North Korea are suffering from international financial and political sanctions for years. World is trying to

push them to follow the international human rights. To what extent do you believe the world leading organization such as UN could make them follow the international demands?

10. President of Kazakhstan N. Nazarbayev decided to dismantle the 4th largest nuclear arsenal in the world and closed Soviet-era test sites. Kazakhstan has also hosted international summits and worked with the United Nations to successfully proclaim August 29 as the “International Day Against Nuclear Tests.” Kazakhstan is surrounded by Russia and China two nuclear powers. Do you agree with the decision of our president? Is his decision to eliminate nuclear weapons in Kazakhstan reckless? Analyze the situation with nuclear weapons worldwide and Kazakhstan. Speak about health impacts and link higher rates of different types of cancer to post-irradiation effects. Give your ideas and thoughts.

11. Some people assume that Kazakhstan should not aim at being a member of international organizations, in particular, of those that are ruled by Europe and the USA. They claim “once you are a member of these international organizations, you will be dominated and controlled by them”. Some others believe that as the young country Kazakhstan should strive to be a member of various international organizations as long as there are only benefits of this kind of membership. Which of these assumptions do you support? And why? Why not? Critically discuss it and give more evidence to justify your choice.

12. As one of the citizen of your country what is your contribution to it. Express your civilian points of view on geopolitical issues of your country and the world. What issue is the most significant in keeping your country in security and peace? Give your ideas and support with facts, samples.

## INDIVIDUAL WORK OF STUDENTS

(30 hours)

### I. PROJECT WORK: STUDENTS' SCIENTIFIC-PRACTICE CONFERENCE

Kazakh Ablai khan university of international relations and world languages is going to hold annual students' scientific-practice conference on the theme: **“Impact of the accession of Kazakhstan to the WTO on agro-industrial sector: Pros and cons.”**

The conference is organized under the patronage of the chair of Translation and Intercultural Communication of Translation and Philology Department on the 4-5 November 2017.

**The aim** of the conference is to provide a meeting of senior course students, where the participants can share their research knowledge and ideas on the recent and latest research and map out the directions for future researchers and collaborations. Researchers and graduate students are welcomed to participate in the conference to exchange research findings in the frontier areas of Business, Agriculture, Manufacturing.

**Stage 1:** Get common knowledge about the discussed issue.

**Stage 2:** Write down an article on the given topic.

**Stage 3:** Make up a slide-show presentation on your report.

**Stage 4:** Present your findings.

**Project 2.** Findings and presentations.

### II. WEEKLY REVIEW OF GEOPOLITICAL ISSUES:

**Prepare a special report on the following geopolitical issues. Present your findings in class. There are given different issues, you may choose one of them each week and present in class. The next week two more students choose another geopolitical issues and present in class.**

- *State stability-Geopolitical news, Intelligence, Analytics and forecasting*

- *Identifying global trends*

- *Uprisings and unrest*

- *Political crises*

- *Climate change*
- *Poverty issues*
- *Food crisis and security*
- *Freedom fighters*
- *Women's rights*
- *Culture (society) peace building*
- *Environmental degradation*
- *Indigenous protections*
- *Terrorism threats*
- *Militias/rebels*
- Government legislations*
- *Policy shifts*
- *Conflicting interests/diplomacy*
- *Education and health*
- *Human rights*
- *Forecasting and trend analysis*
- *Military intervention*
- *Hostilities*
- *Civil affairs/arrests*
- *Riots and protests*
- *Global power and influence*
- *National security*
- *Employment and inflation*
- *Civilian casualties*
- *Natural disasters*
- *Corruption*
- *Assessing risks/opportunities*
- *Predicting early warning signs*
- *Statistical correlations*

### **III. WHAT'S IN THE NEWS?**

A class discussion on processing and retaining information on current events:

1. Ask each student to bring an article from an English language newspaper or magazine on a common topic (e.g., crime, pollution, accidents).

2. In class, put students in groups of three and have them retell their information, classifying into specific categories (e.g., homicide, robbery, assault).

3. Next, have students walk around the room and find out who else has articles that match their own categories.

4. After groups with similar categories are formed, direct a whole-class discussion to make a list of all the categories on the board. Students can contribute additional information from their own experiences.

5. Post-reading activities requiring writing can be assigned, such summaries, letters to government officials offering suggestions to deal with problems, and responses in journals.

### **IV. NEWSPAPER POSTER**

#### **Procedure**

1. Clip an assortment of articles and other items from newspapers. Be sure to include enough items from all parts of the papers for all the groups to have plenty to choose from.

2. Provide a list of categories to be included in the posters.

3. Put the students into groups. Each group uses a poster board and creates a poster that represents the various items found in the different sections, choosing from the articles and items you provide. Ask the students to label the categories.

### **V. GETTING THE POINT**

#### **Procedure:**

1. Tell the class that they will tell a groupmate about a newspaper/journal/online article they have read.

2. Tell them to include the following information in their reports:

Title/headline and author

Main characters

Plot

Outcome

Their opinion or recommendation

3. Divide the class into pairs. Give each person 10 minutes to report and answer any questions from the other person.



4. After 10 minutes, have the partners switch roles.
5. Have the students write a report of their oral summary. Urge them to use their own words and not to copy sentences from the articles.

## **VI. MAKING A SPECIAL SURVEY**

**Stage 1:** Analyze each Kazakhstani TV channels. Make a survey on Kazakh/Russian programmes devoted to social and political issues.

**Stage 2:** Analyze their content. What issues they deal for, usually. Who are the participants?

**Stage 3:** Interview Kazakhstani people (each category of people: ordinary people, statesmen, students, professionals, etc.) if they are familiar with these programmes. Are they interested in them? Do they watch them? Why/why not?

**Stage 4:** Present your findings/survey in class in the form of presentation.

## **VII. READ AND DRAW**

This activity aids comprehension by allowing students to look at the reading from a different point of view. It also encourages the sharing of insights into article by students.

### **Procedure:**

1. Divide the reading passage into several parts.
2. Divide the students into as many groups as you have parts of the reading. Have the students, working together in small groups, read their part of the article and then draw what they have read.
3. Students work cooperatively.
4. After each group has drawn their portion of the article, post the drawings.
5. Have a representative from each group explain the drawing.

## **VIII. WATCHING ACTIVITY**

**Watch a video on the title: “Top 10 Facts about South Asian Geopolitics”.**

1. Before watching the video find out information about Asian countries. What countries are considered to be Asian? Watch/read/

listen to information about these countries' geographical position, language, art, culture, education and political system.

2. From Asian countries which country is the most powerful? State out 10 specific reasons why the country you think is more powerful. Present your reasons to class. Share your ideas with class.

3. Translate the video to your mother tongue and record your voice on the "Audacity" programme. Later, your teacher checks and assesses your translation.

### IX. ESSAY WRITING

Write an essay stating out your own position and opinions on the following topics:

1. Kazakhstan as a cradle of stability and peace
2. Geopolitical cooperation of Kazakhstan with Russia
3. Kazakhstan has a good relationship with its neighbors
4. Improvement of home policy of Kazakhstan for the last 10 years
5. The role of the President's annual address to people of the Republic of Kazakhstan to improve its foreign policy

### X. WATCHING ACTIVITY

**1. Watch a video titled** *"Language Barriers Add to Migrants Difficulties in Europe"*. Give your points of view on the role of a foreign language today. Imagine that you are in the situation on video and what would you do or act as a translator/interpreter. If you migrate to another countries for education, travelling or other purposes does language make a barrier?

**2. Give your interpretation to the statement. Express your attitude to the following statement:** "Ability to communicate in a second or foreign language is important to the development of Intercultural communication. Grappling with another language challenges how one perceives, conceptualizes, expresses oneself; and in the process, it opens the possibility of developing alternative communication strategies on someone else's terms. This humbling process often results in transcending and transforming how one understands the world. Lack of a second language – even at a minimal level-constrains one to continue to think about the world

and act within it, only in one's native system, and deprives the individual of one of the most valuable aspects of the intercultural experience."

**3. Speak on the role of verbal and non-verbal communication.** Which of them is more effective in communication process? Give your interpretations to the following statement: "In addition to verbal language there are great differences in cultural norms and practices of nonverbal behavior. Nonverbal communication refers to all intentional and unintentional stimuli between communicating parties, other than spoken word. These nonverbal processes are sometimes accounted for as much as 70% of the communication. Successful interaction in intercultural settings requires not only the understanding of verbal messages but of nonverbal messages as well. Characteristic to nonverbal communication is that it is less systematized than verbal communication; it is culture-bound and ambiguous".

## ANNEX 1

### How to write a report: tips?

#### **What is a Report?**

A report concentrates on facts.

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Reports may contain some or all of the following elements:

1. A description of a sequence of events or a situation;
2. An evaluation of the facts or the results of your research;
3. Discussion of the likely outcomes of future courses of action;
4. Your recommendations as to a course of action; and
5. Conclusions.

Not all of these elements will be essential in every report.

#### **Sections and Numbering**

A report is designed to lead people through the information in a structured way, but also to enable them to find the information that they want quickly and easily.

Reports usually, therefore, have numbered sections and subsections, and a clear and full contents page listing each heading. It follows that page numbering is important.

Modern word processors have features to add tables of contents (ToC) and page numbers as well as styled headings; you should take advantage of these as they update automatically as you edit your report, moving, adding or deleting sections.

#### **Report Writing - Getting Started: prior preparation and planning**

The structure of a report is very important to lead the reader through your thinking to a course of action and/or decision. It's worth taking a bit of time to plan it out beforehand.

### **Step 1: Know your brief**

You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared.

First of all, consider your brief very carefully and make sure that you are clear who the report is for (if you're a student then not just your tutor, but who it is supposed to be written for), and why you are writing it, as well as what you want the reader to do at the end of reading: make a decision or agree a recommendation, perhaps.

### **Step 2: Keep your brief in mind at all times**

During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing?

All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded.

As you read and research, try to organise your work into sections by theme, a bit like writing a Literature Review.

### **The Structure of a Report**

Like the precise content, requirements for structure vary, so do check what's set out in any guidance.

However, as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report, and a section containing your conclusions and any recommendations.

#### ***Executive Summary***

The **executive summary** or **abstract**, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

#### ***Introduction***

The **introduction** sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

### ***Report Main Body***

The **main body of the report** should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

### ***Conclusions and Recommendations***

The **conclusion** sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

**Recommendations** suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

### **A Word on Writing Style**

**When writing a report, your aim should be to be absolutely clear. Above all, it should be easy to read and understand, even to someone with little knowledge of the subject area.**

You should therefore aim for crisp, precise text, using plain English, and shorter words rather than longer, with short sentences.

**You should also avoid jargon.** If you have to use specialist language, you should explain each word as you use it. If you find that you've had to explain more than about five words, you're probably using too much jargon, and need to replace some of it with simpler words.

**Consider your audience.** If the report is designed to be written for a particular person, check whether you should be writing it to 'you' or perhaps in the third person to a job role: 'The Chief Executive may like to consider...' or 'The minister is recommended to agree...', for example.

### **Final Warning**

**As with any academic assignment or formal piece of writing, your work will benefit from being read over again and edited ruthlessly for sense and style.**

Pay particular attention to whether all the information that you have included is relevant. Also remember to check tenses, which person you have written in, grammar and spelling. It's also worth one last check against any requirements on structure.



Read more at: <https://goo.gl/v2MgWt>

Read more at: <https://www.skillsyouneed.com/write/report-writing.html>

## ANNEX 2

### The scheme of a newspaper article analysis

**I. Introduce the article under comment (headline, newspaper/magazine, date, author, topic):**

The paper published (headlined ...) on (date) ... features an item

The (month) issue of ... carries (presents, releases) an article (a publication) going under the headline

Characterize the newspaper from which the article has been taken as a: quality/popular/tabloid, the kind of materials it usually published, its socio-political orientation, its un/popularity rate, account for such a rate.

**II. Introduce the author of the article:**

The article (item, publication) under (in question) review (comment, examination) has been written (is authored, has been contributed) by ...

Say if the name of the author sounds familiar to you and why; if not try to guess who and what she/he can be.

**III. Present the theme of the article:**

The article (item, publication, clipping) under review (comment, consideration) centers on (gives coverage to, highlights, reports on, covers, focuses on, gives full attention to, informs of, deals with).

**IV. Identify the keynote/message/purpose/idea of the article under review (present the major points of the article in as much details as possible):**

The main idea of the author is ....

The keynote of the article is ...

The author's message is to make readers understand ....

The author tries to bring it home to readers that ....

The author's stance (position) on the problem may be formulated as follows ...

**V. Characterize the logical composition of the article:**

It seems logical to distinguish ... parts in the article.

Structurally the item falls into ... parts.

As for the logical composition, the item may be divided into ...

Viewed structurally, the clipping consists of ....

Compositionally the article contains ....

The article allows of differentiating between/singling out ... logical parts.

**VI. Summarize the content of each part of the article (with as little details as possible):**

In the opening/introductory/closing/first/second/third part the author ...

The author goes on (proceeds by, continues emphasizing, argues further that)

While summarizing each part, make sure you avoid repeating the word "say" or "tell" and use the following instead:

Emphasize, stress, point out, expose, state, maintain, reason out, claim, appraise, evaluate, assess, examine, show, describe, note, observe, quote, cite, refer to, raise the problem of, take a critical view, admit, dis/agree, argue, warn, come out against, support, welcome, oppose, regret, insist on, accuse of, charge with, blame smb for, place the responsibility for smth upon sb, voice one's concern, fear, alarm, hope of, believe in, opinion about, proceed from an assumption that, express one's alarm/indignation/hope/disappointment/view/belief/conviction/opinion, denounce, condemn, reject, protest, challenge, take a firm stand against ...



## ANNEX 3

**Some useful phrases for comparing and contrasting 2 pictures**

1. Both... and.../... and... both
2. ..., whereas...
3. ..., but...
4. .... In contrast,...
5. Unlike...,...
6. ..., and so is/ does...
7. ..., and... is/ does too.
8. ..., and... is/ does as well.
9. A/ One difference/ similarity (which stands out) is...
10. One thing that... and... have in common is...
11. One of the (few) similarities/ differences between... and... is...
12. Another/ An additional difference/ similarity (which is instantly apparent) is...
13. The most obvious/ important/ apparent similarity/ difference (for me) between... and... is...
14. A striking similarity/ difference is...
15. ... and... are (quite/ very/ really/ really quite) similar/ different, for example...
16. ... and... are (quite/ very/ really/ really quite) similar/ different in terms of...
17. ... is different/ similar, in that...
18. ..., as is/ does....
19. ... and... have a lot in common, for example...
20. ... and... don't have much in common, but...
21. There are more similarities than differences between... and... For instance,...
22. The main similarity/ difference between... and... is...
23. The only difference/ similarity between... that I can see is...
24. In comparison to...,...
25. Compared to...,...
26. A/ One contrast between... and... is that...
27. ... is (slightly/ a bit/ somewhat/ quite a lot/ a great deal/ substantially/ a lot/ much/ far/ much much/ far far) ... et/ more... than...
28. ... is not (nearly/ quite) as... as...
29. .... In a similar way,...
30. Contrasting... and...,...
31. The most apparent difference/ similarity between... and... is...
32. ...and that is (more or less) the same for...
33. ... and... share...
34. A more subtle difference is...
35. ... differs from... in that...
36. .... Likewise,...
37. Neither... nor...
38. One resemblance between... and... is that...

As seen in one of the example phrases above, another kind of language that candidates are likely to need is the language of speculation:

- |  |  |
|--|--|
| 1. ...   | 12. I reckon...                                |
| 2. seems...                                      | 13. I suppose...                               |
| 3. ...looks...                                   | 14. I'm fairly sure...                         |
| 4. ...is obviously...                            | 15. I get the impression that...               |
| 5. ...probably...                                | 16. ...is almost certainly...                  |
| 6. I guess/ I imagine...                         | 17. My initial impression is...                |
| 7. ...might/ may/ maybe/<br>perhaps...           | 18. ...must...                                 |
| 8. ...clearly...                                 | 19. ...could (possibly)...                     |
| 9. I'm not sure exactly (what<br>this is) but... | 20. I'm pretty confident that...               |
| 10. ...appears...                                | 21. I expect...                                |
| 11. ...looks like...                             | 22. I think I'm justified in saying<br>that... |

#### ANNEX 4

*There tend to be two main types of open letter:*

1. The first is an unaddressed letter to be read by a large number of people. For example, a letter an employer sends to all employees or a letter from a company to all its customers.

2. The second type of open letter is addressed to a specific individual but is intended to be read by a large number of people. Journalists or political activists often publish letters addressed to politicians or public officials in a newspaper or magazine so their views can be shared with the publication's readers.

#### ***Important Questions to Ask***

Some people mistakenly think that an open letter can be a loose and 'free style' form of communication. Nothing could be further from the truth. If it is designed to appeal to a large number of readers, the letter must be targeted, tightly written and pertinent. Open letters need to have impact through powerful writing and this is achieved through careful planning.

The easiest way to start planning an open letter is to ask three simple questions. These tips should help you to think about the most effective ways to write an open letter.

1. Who is your audience? Identifying typical readers of your letter will enable you to pitch the tone and language of your letter so that it's engages your reader. This is important because their name isn't at the top of the letter, so the letter has to find other ways of 'speaking' to them. Different letters to different newspapers are tailored to suit the tone of the readership-traditional, 'broadsheet' newspapers will use a completely different tone to a tabloid publication.

2. What is your letter about? You should be able to summarise the point of your letter in a single sentence. If you can't, find ways to simplify your argument or view. The tighter your subject area, the more powerful your letter will be. If the letter has impact, the reader will read from the first word to the last.

3. What are you trying to achieve? All letters have a purpose. The open letter has a very specific purpose because you have chosen to communicate in such an open way. This will determine the style, tone and content of your letter. Perhaps the letter is designed to motivate people to act or follow instructions, maybe you want to provoke discussion, create specific emotions or raise awareness and stimulate thought.

### ***The Next Steps***

Organise your message into clear and concise bullet points. Look at each point in turn and number them in accordance with a ranking system.

This should reflect the importance of each point and the order in which they should appear in the letter. Make sure that each point follows the previous in a logical and flowing way. If you don't achieve this, the effect is jarring and it will alienate the reader.

### ***Writing the Letter***

Write your letter in one sitting if you can. This maintains the flow and makes your letter more impassioned. Consult your bullet points as you proceed, this will stop you from wandering off and losing the thread. When you have finished writing the letter, scan the document briefly for basic errors like spelling or grammar mistakes. Put the letter away and re-visit it later. This gives you some distance from your writing, even if it's only for an hour and allows you reassess your work objectively.

As you edit and polish the letter, look out for common pitfalls like:

- Using a preaching or sanctimonious tone.
- Waffling too much or wandering off the subject.

- Using an attacking or aggressive tone which alienates the reader.
- Make sure the beginning is powerful, that the middle is strong and logical and the ending returns full circle to make a convincing conclusion.

Open letters can be incredibly powerful but they have many pitfalls because they have to deliver targeted messages to more than one person.

## ANNEX 5

### Guidelines for Conducting a Debate

**Debate** can be an effective instructional method for helping participants to present and evaluate positions clearly and logically. Debate begins with the debaters having developed or been assigned a position on an issue. The intention is to persuade others that their position is the proper one. In this way debate differs from discussion, which often calls for the cooperative thinking of members of a group in search of a solution or approach to a problem or issue. A specific example of a way in which debate might be a useful method is as a follow-up to a policy-making exercise. Participants who do not agree with the adopted policy might use the debate as an effective means of trying to change public opinion, which might in turn lead to a change in policy.

#### **How to Proceed**

Decide, or help participants decide upon a subject for debate.

Formulate the subject into a resolution, e.g., “Resolved that capital punishment should be abolished by the United States Supreme Court.”

Make certain that those participating in the debate are familiar with the procedures to be followed. Select participants to take part in the debate and divide debaters into two teams, one team in support of the resolution (pro) and one team in opposition to the resolution (con). The most common number of members per team is two, but more than two may be used.

Select a chairperson and a timekeeper.

Allow sufficient time for participants in the debate to prepare “constructive arguments.” Constructive arguments should be based upon three to five major points which are logically developed and substantiated by factual evidence in support of a particular position.

**Conduct the debate according to the following procedures:**

a. The chairperson and the debaters are seated at the front of the class, usually with the team in favor of the resolution to the right of the chairperson and the team in opposition to the resolution to the left of the chairperson.

b. The chairperson briefly introduces the subject and states the resolution that is to be debated.

c. The chairperson introduces the first speaker from the team in support of the resolution. Each speaker is introduced when (s)he is given the floor.

d. The first speaker from the team in support of the resolution is allowed a set amount of time to present the constructive argument (s)he has prepared. The timekeeper, seated with the class, indicates when the time limit has been reached.

e. The first speaker from the team in opposition to the resolution is introduced and asked to give his/her constructive argument. This procedure of presenting pro and con speakers alternately [ɔ:l'tɜ:nɪlɪ] is continued until each debater has given his/her constructive argument. After the first speaker, those who follow will probably need to adjust their prepared speeches to allow for what has been said by preceding speakers.

f. "Rebuttal arguments" follow the series of constructive arguments given by both teams. The team in opposition to the resolution always begins the rebuttal argument series. Each debater is given an opportunity to speak extemporaneously for a set amount of time, attempting to weaken the position presented by the opposing team. Rebuttal arguments also provide an opportunity to answer attacks that have been made by the opposing team. While rebuttal arguments are presented extemporaneously, debaters should anticipate possible positions the opposition might take and be prepared with appropriate counter arguments. No new issues may be introduced during rebuttal arguments.

g. Debrief and/or evaluate the debate and the performance of the debate teams by informally polling the class to determine how many agree with the team in support of the resolution and how many agree with the team in opposition to the resolution. Class members should be asked to explain whether or not their own positions were strengthened or changed as a result of hearing the debate and to explain why. Class members should also be asked to make statements which they feel could have been used as effective arguments by the debaters.

### **Principal Responsibilities of the Instructor**

- Select, or help participants select, a subject or question for debate.
- Insure that participants are familiar with the procedures for conducting a debate.
- Help participants see the dimensions of the problem and develop clear, logical, and supportable arguments for the position they present during the debate.

Help participants gain an understanding of some of the educational objectives which can be achieved by debate. These objectives include learning to make convincing arguments from another frame of reference than one's own, as might be the case if one is debating a position that does not correspond with one's true position. This experience may further develop participants' abilities to understand and respect the rights of individuals to hold opinions and beliefs that are different from theirs.

### **Make a Judgment**

Usually in debate, the *winner* is the one who has presented the strongest case. For ESL classes, the overall purpose of **speaking** is more important than the specific outcome of the debate. Still, your students will probably want to know who won. To determine the *winner*, have the *audience* vote on which team they thought made the most convincing *argument*. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners.

Your grading process, on the other hand, does not have to name a winner and a loser. As long as your students were able to communicate clearly, use good **grammar**, and have good **pronunciation**, the debate was a success, and their grades should reflect that success.

## **ANNEX 6**

### **REPUBLIC OF KAZAKHSTAN AND EUROPEAN COUNTRIES: COOPERATION FOR REGIONAL SECURITY**

#### **Introduction**

1) From the moment of its independence Kazakhstan demonstrates peace loving international course defining its directions and indicates its adherence to the principles of international law. Past years were the period

of Kazakhstan's foreign policy, its main directions, goals and tasks which shows shift of Kazakhstan from regional power level to major international actors.

2) Europe is among main directions of Kazakhstan's foreign policy. Necessity and prospects of developing cooperation with European Union is defined by the role and importance of the EU in European and international politics, economics and culture. EU in the Foreign policy concept of Kazakhstan

3) Consecutive development of Kazakhstan's foreign policy and tasks in frame of Strategy Kazakhstan 2050 has been reflected in a new document 'Foreign policy concept of Republic of Kazakhstan for 2014-2020'. This Concept has reaffirmed that Kazakhstan's foreign policy is adjusted and complemented by number of principles. Among these principles: close interconnection between domestic and foreign policy. Internal reforms require auspicious foreign environment. On the other hand, successes in foreign policy are related to outcomes of domestic political, economic and social reforms.

4) Principles of balanced and multi-vectored foreign policy are features caused by special conditions of our state. Geopolitical position between Asia and Europe, economic and military-political interests along with natural resources and industrial potential determine Kazakhstan's position in international relations system as a median regional power and its multi-vectored foreign policy.

5) Current period is a time of experience accumulation, transition of quantity to quality and this situation was reflected in adoption of the new Foreign policy concept of the Republic of Kazakhstan. This Concept confirms preservation of Kazakhstan's foreign policy priorities as active, diversified and balanced foreign policy capable of meeting XXI century challenges and aimed at long-term protection of national interests.

6) New stage in development regional geopolitical situation in and around of the region is characterized by gradual change of major extra-regional actors roles and level of their influence towards Central Asia. In this case the Concept is a confirmation of a Kazakhstan's willingness to further strengthening its relations with leading world powers, participation in international political, military and economic organizations to promote its own economic development.

7) In this context Kazakhstani foreign policy pays appropriate attention to European Union. Issues of cooperation with EU as a leader in world politics and economics takes sufficient place in Kazakhstan's foreign policy. Preservation of high level relationships with European Union is among highest priorities.

8) European Union and Kazakhstan both share common interests in such spheres as regional and international security, economics, social and cultural development, investments, different international projects and calling in knowledge and technologies.

9) As it was mentioned in Kazakhstan's Foreign policy Concept "Kazakhstan will take efforts to build full-fledged relationships with European Union as largest trade and investment partner of Kazakhstan; to sign new agreement on extended partnership and cooperation, liberalization of visa regime with the aim of transition to visa-free regime for nationals of Kazakhstan and European Union"<sup>1</sup>.

10) Taking into consideration the fact of EU being a union of equal and independent state Kazakhstan develops two-level system of relations: with European Union as a whole and with each state separately. At the same time both levels complement with each other which can be seen from different agreements and projects.

11) Cooperation between Kazakhstan and EU has gone through several stages. Contemporary period, is characterized by tendency towards expansion and consolidation of EU position in Central Asia and Caspian region.

12) Kazakhstan, considering growing interest of European Union to the region should use variety of instruments to influence its powerful partner. Currently, after two decades of cooperation, further development Kazakhstan-EU partnership needs specification and deepening of political and legal base. It is unsurprising that the only state that EU talks on new partnership and cooperation agreement is Kazakhstan.

13) Talks on new extended agreement between EU and Kazakhstan started in June 27th, 2011 in Brussels. In the frame of preparations prior to signing the Agreement parties held series of negotiations and discussed issues of foreign and domestic policy, security, justice and economic cooperation. Cooperation of Kazakhstan and the EU in the field of security and defense



**14)** Kazakhstan and EU has common positions concerning wide range of problems including security issues. Interests of great powers and global centers have grown recently due to new risks and challenges of environmental problems, terrorism, and drug trafficking and religious extremism.

**15)** Kazakhstan's interests in developing cooperation with EU is based on the assumption that such cooperation can ensure Kazakhstan's engagement in European politics along with strengthening European flank of its foreign policy and will give additional security guarantees.

**16)** Cooperation in security sphere is based on main principles of European political cooperation providing political dialogue on problems of combating terrorism, nonproliferation and peaceful settlement of regional conflicts, cooperation 1 Foreign Policy Concept for 2014 – 2020 Republic of Kazakhstan// [www. mfa.kz](http://www.mfa.kz) 3 in justice and domestic affairs and in general they meet Kazakhstan's national interests and strategic goals.

**17)** Search for common approaches towards these problems is a main topic for meetings of Kazakhstan-EU Cooperation Council. As it was mentioned by EU Foreign affairs Director-General Кургинюль “considering identity of problems Kazakshtan and EU facing today” in the fields of combating different criminal activities, “both parties are coordinating their positions on problems of migration, border control, combating terrorism, drug trafficking, money laundering and reformation of judicial system” 2.

**18)** EU strategy of developing independent security and defense system within international relations system overlaps Kazakhstan multi-vectored cooperation strategy.

**19)** Building of independent European security system also has great importance for Central Asian states because strengthening of EU's military role and responsibility for a certain degree can determine East-West interaction in security sphere.

**20)** Taking into account the fact that Europe will strengthen its own defense structures it seems necessary to pay attention to development of cooperation with European organizations. In addition, experience of developing European defense seems to be useful.

**21)** Nowadays, despite the fact that the formation of European security model is far from its completion, it is a good experience.

**22)** Due to this many elements of this system can be used today. For

example standardization of weaponry and engineering of all participating countries, complementary cooperation between military industries and more.

**23)** Shifts in geopolitical situation in the world require new approaches towards security problems. Leading European nations are still persistent in strengthening European security and defense identity within their own institutional frames. Constantly moving towards creation of independent security system the EU doesn't leave attempts in achieving efficient results.

**24)** United Europe can act as a consolidated actor in international arena and can become more consistent in different directions of foreign policy such as diplomacy, security, trade and humanitarian aid.

**25)** Security in Central Asia is important for EU due to direct influence of security situation in CA on European security. In case of destabilization in the region it will immediately affect Europe. We share common space on a common continent.

**26)** Among multiple challenges and threats to security EU pays more attention to growing drug trafficking and consumption in Central Asia and lack of efficiency in border control system in the region.

**27)** For our Republic it is also important to engage EU in regional projects of security, combating transitional criminal activity and border forces assistance. 2 See Information and analysis Center for social and political studies in post-Soviet countries // [www.iacentr.ru/safarihtml/shell/open/command4](http://www.iacentr.ru/safarihtml/shell/open/command4)

**28)** Border control is among priorities of EU policy in Central Asia; this policy is aimed at prevention of illegal trans-border activity and thus makes significant contribution into stability and security in the region. Taking into consideration the coming withdrawal of international forces from Afghanistan in 2014 this aspect of border control might become even more important.

**29)** Another key issue of regional stability is cessation of drug production, distribution and transportation. In order of assistance in fighting drug trafficking and border control enforcement EU had developed two programs: BOMCA and CADAP. 30) Border Management Programme in Central Asia (BOMCA) is designed to secure the region, support for legal trade and transit and reduction of illegal goods and people transfer<sup>3</sup>.

**31)** Goals of the program include support for harmonized and coordinated

means of border control on the regional level, also improvement of border cooperation and assistance in promoting legal trade and transit through borders of central Asian countries.

**32)** In frame of technical support EU assists in institutional reforms in border control sphere, training personnel and continues to fund development of infrastructure of main trade routes of Central Asia. BOMCA is financed by European Union and implemented by UNDP.

**33)** Central Asia Drug Action Plan (CADAP) is designed for gradual adoption of European and international practices in the sphere of antidrug activity.

**34)** Through recently developed the Programme of Action to combat drug trafficking European Union offers assistance to Central Asian countries in combating drug trafficking, which passes through the new routes from Afghanistan to European cities.

**35)** But, there are also other threats besides drug trafficking: terrorism and extremism. EU has great experience in these fields.

**36)** Countries of Europe have vast experience in managing such problems as combating terrorism, extremism and separatism.

**37)** They have developed mechanisms of prevention and liquidation of terrorist acts aftermaths and in my opinion Europeans can make much more in our region.

**38)** Today, Europe had developed its vision of future central Asia as a region with potential of becoming a barrier for drug trafficking, illegal migration and religious extremism.

**39)** At the same time EU activates its policy in Caspian region because of demand for energy in Europe is growing. Now it is obvious that EU in comparison to previous periods makes more efforts in economic and energy sphere leaving wayside issues of democracy, pluralism and human rights.

**40)** Our country is actively participating in multilateral security mechanisms and seeks to implement European experience in Asia which is a significant step forward the creation of multilateral security structures.

3 Border Management Programme in Central Asia // <http://bomca.eu/5>  
3 Border Management Programme in Central Asia // <http://bomca.eu/>



**41)** Central Asia and Europe both has similarities in managing regional security problems especially in terms of overlapping several security structures within a single region.

**42)** Kazakhstan is actively offering its partner the EU new forms of cooperation in economics, foreign policy and security sphere. President of Kazakhstan Nursultan Nazarbayev repeatedly put forward to move towards creation of a joint Euro-Asian security system.

**43)** Cooperation with EU can reach new levels in case of implementing coordinated policy with our neighbors. For example countries of Central Asia can move from separate contacts with leading European states to coordinated group projects with EU countries in political and social and economic spheres.

**44)** Such actions corresponding to efficient EU policy in the region might include: Consultations and recommendations of European Council experts in security sphere; Coordination of actions in Afghanistan with efforts in Central Asia; · Expansion of BOMCA and CADAP programs; · Implementation of BOMCA model in other spheres in Central Asia 4; · Emergency reaction.

**45)** EU and Central Asian countries should pay attention on necessity of implementing new measures and introduction of new mechanisms of control over illegal drug trafficking, combating terrorism and WMD nonproliferation in the region<sup>5</sup>. We think it is necessary to develop cooperation on cyber security.

**46)** Security in Eurasia is in Kazakhstan's interests due to engagement of the Republic in global economic processes, most of all, these interests concern security of energy resources transportation. Basis of energy cooperation is security of energy supplies, expansion of Kazakhstan's energy resources transportation routes.

**47)** Today European Union by influencing development of oil and gas transportation corridor to Europe can act as arbitrator and security guarantor presented both by separate countries or an organization in whole.

**48)** Though, Kazakhstan-EU partnership and cooperation is generally oriented at economic, trade, scientific-technical relations, nevertheless cooperation in military and political sphere becomes necessary component of relationships. Strategic partnership Agreement between Kazakhstan and France can be good example of this.

**49)** Thus, regional and inter-regional cooperation experience of European Union has great importance for Central Asia. Factors blocking cooperation.

**50)** At same time there is a number of factors blocking cooperation with EU: 4 Border Management Programme in Central Asia // <http://bomca.eu/5> See EU strategy in Central Asia for 2007-2013: preliminary results // [www.iacentr.ru/safarihtml/shell/open/command6](http://www.iacentr.ru/safarihtml/shell/open/command6) - Slow decision-making of EU and its structures concerning projects related to Central Asia. This brings to slow reaction of EU to current problems in Central Asia and its “imperceptible presence” in the region<sup>6</sup>. In communique of January 14, 2014 made in Luxembourg at the meeting of auditors court it was mentioned by EU external auditor that EU assistance to Central Asia is well planned but its realization goes slowly, with disputes among EU members<sup>7</sup>.

**51)** - Heterogeneity of actors is both strength and weakness of the EU. They can jointly put forward new initiatives. At the same time different countries are responsible for different spheres. In complicates the game but also gives space for EU maneuvering. - Lags of EU’s, European countries’ policy comparing to activity of other actors in Central Asia. Due to this European “realpolitik” is weaker than much more flexible “realpolitik” of Russia, China and India especially in terms of promoting business.

**52)** We can agree with opinion of many European analysts who think that EU should move away from policy of passive reaction towards preemptive action policy. The measures should be of strategic character without adapting to each situation separately. Considering such ideas, spoken by politicians, analysts of EU and our region we can only hope that forthcoming document with all critical remarks taken into consideration will have great strategic importance for our region.

**53)** Aim of the Kazakhstan’s cooperation with European Union is to reach strategic partnership level leading European countries. It needs following steps: 1) development and deepening of cooperation between Kazakhstan and European countries in all directions, including economic (also, energy), social and political aspects, security issues and humanitarian cooperation; 2) improvement of Kazakhstan’s institutional and legal base with implementation of positive European experience. Kazakhstan should seek for maximum easement of visa regime for its nationals. New factors of EU-Kazakhstan cooperation

**54)** It is also necessary to consider the factors capable to affect EU-Kazakhstan cooperation. One new factors – possible effects of “Arab spring” on geopolitical interests of EU and Kazakhstan. Analysis of Arab spring events in the context of its geopolitical consequences and long term trends shows possibility of unprecedented changes in oil and gas markets in a coming decade. Kazakhstan must take into consideration such perspective.

**55)** Factor of Afghanistan remains topical. What would happen after coalition forces withdrawal? Decision on new NATO mission in Afghanistan has been already 6 See EU strategy in Central Asia for 2007-2013: preliminary results // [www.iacentr.ru/safarihtml/shell/open/command](http://www.iacentr.ru/safarihtml/shell/open/command) 7 Cour des comptes européenne. Communiqué de presse. ECA/14/03. Luxembourg, le 14 janvier 2014 // [www/europe.org](http://www/europe.org) 7 made. It means that new phase of geopolitical struggle over Central Asia has began and it may become the phase of escalation. **56)** Influence of Eastern partnership on EU geopolitical interests in Kazakhstan in another key question. Obviously this geopolitical projects is not aimed at our country. But, nonetheless Kazakhstan has always tried to use this process with maximum profit for itself because of long term character of eastern partnership strategy. EU movement towards CIS borders is positive change for Kazakhstan and corresponds Republic’s pragmatic interests. EU expansion has become an additional factor of stability in the region and Eurasia in general.



[europe.org](http://europe.org)

**57)** What would be results of the crisis in Ukraine? It is still unclear for how long will last international isolation of Russia and how it will influence geopolitical alignment. But, now it is already clear that annexation of Crimea had seriously damaged global security architecture.

**58)** Obviously EU can not claim full-fledged geopolitical presence in the region. It caused by geographic remoteness and contradictions within EU itself. But EU is another alternative actor. And such actor is necessary for geopolitical reasons.

**59)** So, in security sphere EU should start to act as power, in energy policy Europe should act with more confidence and in issues of democracy

it should be more realistic. Besides, EU could coordinate its strategy with other international actors. EU still remains as the most important geopolitical and geoeconomic actor, determining future and security of Central Asia. Conclusion

**60)** Role of central Asia in international political system is growing mostly due to its geostrategic situation, vast oil and gas and another resources potential, significant industry and scientific and technical capabilities and perspectives of transportation infrastructure development. All these factor made the region into a field cooperation and competition of different powers.

**61)** For Kazakhstan cooperation with EU is an important factor of its integration into global economy, one of the key factors of success of democratic reforms and transition to developed market economy, especially now, when EU has become major component of economic and political development of Europe.

**62)** Though, Kazakhstan-EU partnership and cooperation is generally oriented at economic, trade, scientific-technical relations, nevertheless cooperation in military and political sphere becomes necessary component of relationships. Strategic partnership Agreement between Kazakhstan and France can be good example of this.

**63)** Thereby, Kazakhstan adheres principles of promoting international security and trust climate, development of political and economic cooperation, calling for development of efficient and mutually acceptable security systems which ca be seen form Kazakhstan-EU cooperation.

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