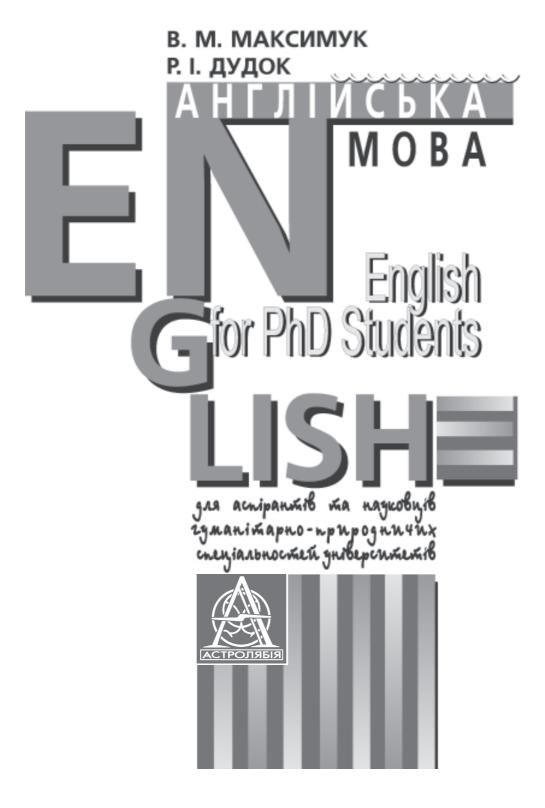
# Міністерство освіти і науки, молоді та спорту України Львівський національний університет імені Івана Франка



# УДК 811.111'243:001(075.8) ББК Ш143.21-923 М-15

Максимук В. М., Дудок Р. І. Англійська мова для аспірантів та науковців гуманітарно-природничих спеціальностей університетів. "English for PhD Students": Підручник. 2-е, виправлене та оновлене видання. – Львів: Видавництво "Астролябія", 2012. – 240 с.

Цей підручник базується на комплексному підході до вивчення англійської мови. Підручник призначений для аспірантів та науковців, які досягли певних успіхів у вивченні англійської мови і бажають її вдосконалити. Підручник оріснтований на те, щоб розвинути навички спілкування у науковому середовищі, ефективного читання англомовної наукової літератури, сприймання інформації на слух, академічного письма і розширити словниковий запас загальної та термінологічної лексики.

Вправи та завдання підручника допомагають підготуватися до кандидатського іспиту. Творчі завдання спрямовують до обговорення наукових проблем та своїх дисертаційних робіт у формі презентацій на наукових конференціях з використанням технічних засобів.

Підручник містить автентичний текстовий матеріал, що відображає сучасний стан розвитку англійської мови та укладений з урахуванням сучасної методики викладання.

Для аспірантів, науковців гуманітарно-природничих спеціальностей університетів, а також буде корисним тим, хто прагне вдосконалити навички мовлення, сприйняття на слух, читання та академічного письма.

#### Рецензенти:

д-р філол. наук, проф. *О.Д. Петренко* (Таврійський національний університет ім. В. Вернадського, м. Сімферополь);

канд. філол. наук, доц. *Л.І. Квітковська,* (Львівське відділення Центру наукових досліджень та викладання іноземних мов АН України);

канд. філол. наук, доц. *Н.І. Андрейчук* (Національний університет "Львівська політехніка")

Рекомендовано до друку Вченою радою Львівського національного університету імені Івана Франка Протокол № 33/6 від 22 червня 2005 р.

# CONTENTS

COURSE BOOK p. 9 Unit 1 ENGLISH AS A WORLD LANGUAGE p. 11 **English in Use** Ways of starting a conversation with people you do not know. Listening Introductions, offers and invitations, leavetaking. Reading The development of English. **Focus on Grammar** Use of grammar tenses. Vocabulary Semantic group of words and class of words. The words origin. Ways of keeping vocabulary records. Speaking The role of English in my research work. A survey of strategies of learning English. Writing Strategies Writing an e-mail, a Curriculum Vitae (BrE), Resumes (AmE). Unit 2 JOBS, STUDIES, PLANS, AND AMBITIONS p. 21 Listening Talking about jobs, studies, plans, and ambitions. **English in Use** Asking questions tactfully. **Vocabulary Development** Work and study collocations. Getting down to work. Idiomatic expressions connected with work and study.

# Reading

Further and higher education in Britain and in the USA.

# Vocabulary

Education vocabulary: types of qualifications and degrees.

# Discussion

Making up questions on further and higher education in Britain and in the USA.

# **Focus on Grammar**

The use of Present Forms: the Present Continuous, Present Simple, Present Perfect & the Present Perfect Continuous Tenses.

# **Vocabulary Development**

Successful study, exam taking. Idiomatic expressions of a career ladder.

Character features of a successful researcher. Suffixes denoting sciences.

# Follow up

Do some Internet search on your horoscope. **Speaking** 

Let's Talk Shop: Research interests in different spheres.

# Writing

Personal profile writing strategies.

Writing a cover letter (AmE), a letter of application or covering letter (BrE).

Unit 3 COUNTRIES, CITIES AND NATIONALITIES

p. 33

# Reading

The United States of America.

# Vocabulary

Group the terms associated with geography, farming, industry, culture and history.

# Focus on Grammar

Past Narrative Tenses:

The Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.

# Speaking

Speech presentation delivery strategies and tips.

# **Research Activity**

Do search on the three countries of the European Union from the point of view of your professional interests.

# Writing

Compare / contrast essay writing strategies: outlining, paragraphing, topic sentence, supporting ideas.

# **Research Activity**

Do search and compare life expectancy in the USA, the UK and in Ukraine. Write a report.

#### Unit 4

STATES AND POLITICS	p. 44
---------------------	-------

## Listening

Define the subject matter of the conversation. Focus on ways describing trends.

# **Internet Search**

Do search in the majoring subject and exchange the information with your partner.

# Reading

Federal government of the USA.

# **Vocabulary Development**

Political terms.

# Speaking

The 2005 Elections in the UK.

# **Focus on Grammar**

Infinitive or Verb + -ing forms (Gerund, Participle)

# Writing

Summary writing.

#### Unit 5

READING BRITISH AND AMERICAN NEWSPAPERS p. 53

#### Listening

How to be polite asking and answering questions.

# English in Use

Making requests 'I wonder if you could tell me...'

#### Reading

Newspapers in Britain and in the USA. **Strategies on Reading Newspapers** 

Headline English and newspaper vocabulary.

Strategies on Presenting the News

Outline of the news presentation.

# **Focus on Grammar**

# Reported Speech. Writing a Research Paper

Step 1 strategies.

Gathering material through information search and critical reading.

# Unit 6

PRESS AND BROADCASTING IN THE UK AND IN THE USA p. 60

## **Listening Activity**

Strategies of taking notes.

# Reading

Press and broadcasting in the UK and in the USA.

# Vocabulary

Press, radio and television terms.

# **Focus on Grammar**

Reported Questions.

Reporting offers, suggestions, orders, intentions.

# Speaking

News presentation.

Academic or Formal Vocabulary

Words used in academic context 'conceive -

# think up, crucial - very important'.

# Writing a Research Paper

Step 2 strategies.

Discovering and choosing a topic. Generating ideas.

### Unit 7

ENVIRONMENTAL PROTECTION p. 66

#### Reading

Environmental protection in Britain. Vocabulary Development Terms of ecology. Speaking

Global change of the climate.

# 4

#### CONTENTS

### **Research Activity**

Go to the website of the nongovernmental organisation 'Environment-People- Law' and learn about its activity.

#### **Focus on Grammar**

Functions of modal verbs and synonymous expression.

# Writing a Research Paper

Step 3 strategies.

Narrowing the topic. Critical reading and writing. Gathering data and information.

#### Unit 8

CHANGE THE WORLD WITH CHILDREN

#### Listening

American mediators in Ukraine. Define the main idea, the details of the problem.

# Reading

Change the world with children.

# **Vocabulary Development**

Categorise the terms and find the proper Ukrainian equivalent.

#### **Focus on Grammar**

Ways of expressing the future: 'be going', 'will', the Present Continuous, Present Simple, Future Continuous, Future Perfect, Adverbial phrases & Verbs.

#### Speaking

Listening

Reading

Svntax.

Child abuse.

#### Writing a Research Paper

Step 4 strategies.

Exploring the topic.

Unit 9 CONSTITUTIONS

Listen to the main points.

**Vocabulary Development** 

Time clauses. Reason clauses.

Enlarge your law terms.

The US Constitution.

**Focus on Grammar** 

p. 78

p. 72

# Speaking

The US Constitution.

Writing a Research Paper

Step 5 strategies.

Preparing to write. Analysing and forming a thesis statement.

#### Unit 10

DO YOU DEAL WITH SCIENCES OR THE HUMANITIES? p. 85

#### **Effective Reading**

Techniques of reading well.

# Talk Shop

Do you deal with sciences or the humanities?

# Focus on Grammar

Academic syntax.

Noun complement clauses.

# Linking adverbs.

# **Vocabulary Development**

Expressing, purpose, intention, result, cause and effect.

## Writing a Research Paper

Step 6 strategies

Writing, revising and finalizing the paper.

# Follow Up

MLA & APA style requirements for different types of quotations and paraphrasing. Online writing labs.

#### Unit 11

LINKS TO MAJORING FIELDS p. 91

# Links to majoring fields

Go to the websites using different search engines.

#### **Reading on the Majoring Field**

Selected papers of the great American physicists.

#### **Focus on Grammar**

Academic Syntax.

The use of relative clauses.

# Talk Shop

Famous scientists and researchers.

# **Research Activity**

Search for sources in your field. Read articles published in English and the abstracts to them.

# Writing

Writing a research paper abstract.

# Unit 12

PROPOSAL WRITING AND PRESENTING AT THE INTERNATIONAL CONFERENCE p. 98

# Listening

Listen to the international conference presentation. Define the topic, the main points of the presentation. Focus on the language managing the audience.

# **Deciding what to Present**

Brainstorm the topic of your proposal by information search about the current International conferences relevant to your subject of research. Reading

Writing the proposal.

**Presentation Strategies** 

When your proposal is complete, start preparing a conference report.

# **Presentation Practice**

The golden rules of presentations.

# **Focus on Grammar**

Three types of Conditionals; 'wish' or 'if only'.

PRACTICE BOOK	p. 107
SUPPLEMENTARY READING	p. 133
AUDIOSCRIPT	p. 219
KEYS	p. 229
LIST OF SOURCES	p. 238
REFERENCES	p. 239

# ПЕРЕДМОВА

Англійська мова – мова міжнародних наукових журналів і конференцій набуває все більшого значення як мова академічного спілкування в Україні. Такий розвиток англійської мови в академічну lingua franca сприяє поглибленню співпраці науковців різних галузей та країн. Цей фактор спонукає вітчизняних науковців до оволодіння англійською мовою на належному рівні як передумови професійного зростання.

Допомогти їм в цьому може цей підручник, який побудований за принципом комплексного вивчення англійської мови та має академічну спрямованість. Цільовою аудиторією цього підручника є аспіранти та науковці гуманітарно-природничих спеціальностей університетів. Використання ними цього підручника для вивчення та вдосконалення англійської мови дозволить їм опонувати наступні навички, а саме:

- сприйняття інформації на слух з визначенням теми, основної ідеї, та нотування почутого;
- ефективного читання англомовної наукової літератури;
- академічного письма та наукового пошуку;
- спілкування у науковому середовищі;
- створення презентацій для міжнародних наукових конференцій;
- спілкування на актуальні теми міжнародного, культурологічного та наукового значення.

У підручнику підібрані теми фахового та культурологічного спрямування, що дають змогу обговорювати та вести дискусії науковцям різного профілю.

З перших уроків діяльність аспірантів спрямована на засвоєння термінологічного словника за фахом, що дає змогу науковцям відразу відчути мотивацію до вивчення курсу.

Значна кількість вправ залучає слухачів курсу до самостійного пошуку наукових джерел як гуманітарного так і природничого профілю з подальшим обговоренням наукових досліджень аспірантів.

У підручнику подається методика ефективного читання англійських спеціальних текстів та система вправ для перевірки сприйняття інформації. Подаються також рекомендації до написання англійською мовою необхідних для науковця документів, таких як, аплікаційна форма для участі у міжнародних конференціях, резюме, анотації прочитаної книги, наукової статті, тези доповіді тощо. Поетапно вивчається стратегії написання наукової статті, від вибору теми, її звуження, генерації ідей, дослідження теми, аналізу та формування основної тези.

Завдання підручника спрямовують слухачів до обговорення тем своїх дисертаційних робіт у формі наукових презентацій з використанням технічних засобів.

Підручник укладено з урахуванням сучасної методики викладання англійської мови, новітніх технологій навчання. Він містить автентичний текстовий матеріал, що відображає сучасний стан розвитку англійської мови.

Структура підручника. Підручник 'English for PhD Students' складається з 12 розділів (Unit). Кожний розділ має свою тематику і містить тексти присвячені ролі англійської мови в сучасному світі (Unit 1), навчанню, роботі, планам і амбіціям (Unit 2), країнам, містам і національностям (Unit 3), державам і політиці (Unit 4), читанню британських та американських газет (Unit 5),

пресі та радіомовленню у Великій Британії та у США (Unit 6), охороні довкілля (Unit 7), проблемі захисту прав дітей у світі (Unit 8), конституціям (Unit 9), техніці читання фахової літератури (Unit 10), Інтернет пошукам у профілюючих галузях науки (Unit 11), написанню тез доповідей та підготовці презентації для міжнародної наукової конференції (Unit 12).

Кожний розділ містить вправи розвитку мовленнєвої діяльності соціального та наукового спрямування у формі дискусій, обговорення, презентацій; збагачення словникового запасу лексики академічного, наукового спілкування, тематичної та термінологічної лексики; вивчення фразеологізмів та ідіом; повторення граматичного матеріалу, необхідного для слухачів даного рівня; вправи розвитку наукового академічного письма; творчі вправи, пов'язані з науковою діяльністю.

Підручник містить додаткову практичну частину 'Practice Book', вправи якої дають змогу засвоїти найбільш складні граматичні, лексичні аспекти мови та вправи з академічного письма. Додаткове читання автентичної літератури 'Supplementary Reading' доповнює тематику розділів підручника. Підручник також містить тексти діалогів для тренування сприйняття на слух 'Audioscript' та ключі 'Keys' до найбільш складних граматичних та лексичних вправ. Повний опис використаних джерел матеріалів для текстів та прикладів наукових тез міжнародних конференцій наведено в 'List of Sources'. В розділі 'References' перелічена література, яка слугувала теоретичною основою створення підручника нового типу для аспірантів. Ці розділи укладені згідно міжнародних стандартів.

Апробація і співпраця. Підручник 'English for PhD Students' укладено згідно існуючої програми для складання кандидатського мінімуму і є результатом багаторічної праці авторів з аспірантами гуманітарних та природничих факультетів. Ідеї та матеріали підручника апробовано на міжнародних наукових конференціях у м. Харкові (1999), Львові (2001,2006, 2009, 2010, 2011), у Німеччині (2007), Польщі (2009, 2011), конференціях ІАТЕFL (1995, 1997, 2001), TESOL (2000, 2005,) та в публікаціях зазначених у списку літератури. В повному обсязі підручник пройшов апробацію на заняттях англійської мови для аспірантів та наукови, для студентів магістерських програм гуманітарних факультетів, та для студентів, що вивчають англійську мову для академічного спрямування, проведених авторами з 2002 по 2011 навчальні роки у Львівському національному університеті ім. Івана Франка.

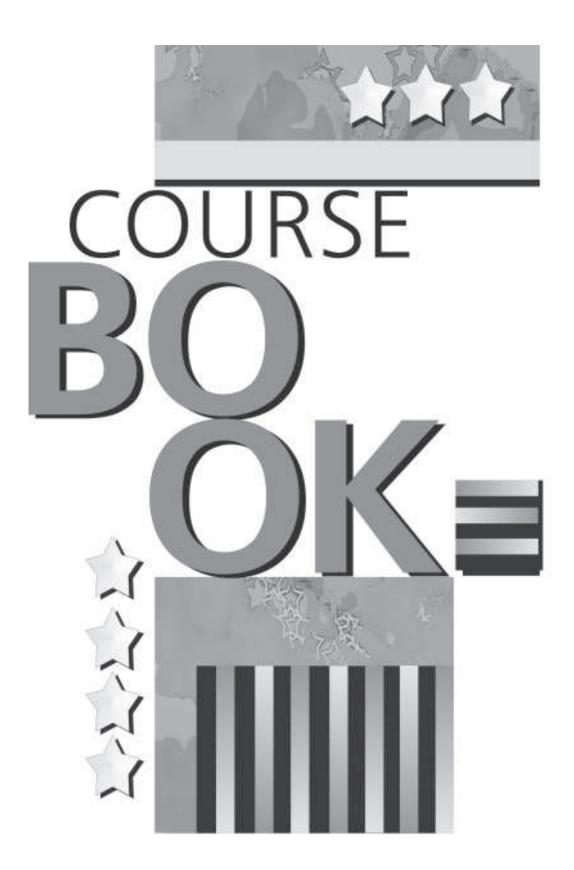
Перше видання підручника 'English for PhD Students' підготовлено за сприяння Відділу з питань освіти і культури Держдепартаменту США (ЕСА), Програми партнерства між Орегонським університетом (м. Юджин, Орегон, США) та Львівським національним університетом імені Івана Франка.

Особливу вдячність автори висловлюють професору Орегонського університету Джону Бонайну та професору Орегонського та Львівського університетів Світлані Миколаївні Кравченко за концептуальну апробацію ідей.

Автори книги глибоко вдячні рецензентам — доктору філологічних наук, професору Олександру Дем'яновичу Петренко (декан факультету іноземних мов Таврійського національного університету ім. В. Вернадського, м. Сімферополь), кандидату філологічних наук, доценту Людмилі Іванівні Квітковській (завідувач Львівським відділенням Центру наукових досліджень та викладання іноземних мов АН України), кандидату філологічних наук, доценту Надії Іванівні Андрейчук (завідувач кафедри прикладної лінгвістики національного університету "Львівська політехніка").

Друге видання підручника супроводжується аудіо діалогами, яки озвучені носіями англійської мови, Пеггі Дейм (Peggy Dame), Білом Уолкером ((Bill Walker), Джой Бадді (Joy Buddey), Сандрою Джеффс (Sandra Jeffs), Пет Брайен (Pat Bryan), Полом Фолс (Paul Folse) та Наталею і Миколою Перун, за що автори висловлюють їм свою вдячність.

Зауваження та думки щодо цієї книги можна надсилати авторам за адресою видавництва або maksymuk@uoregon.edu; vmaksymuk@gmail.com





# In this lesson

- Learn how to get to know people when you meet them for the first time
- Read for the information
- Revise the system of tenses / Active and Passive
- Think over the strategies of keeping vocabulary records
- Speak about the role of English in your research work and your way of the language learning
- Learn how to write an e-mail
- Learn how to write Curriculum Vitae or CV (BrE), Resumes (AmE)

# **ENGLISH IN USE**

# Speak for Yourself

- I. Find a partner you don't know.
  - Introduce yourself.
  - Find out three things about them.
- II. In pairs, decide ...
  - how good you are at meeting and getting to know new people.

• how you feel in this situation. Rate yourself from 1 (nervous) to 5 (confident).

- III. Think of some way to start a conversation with people you don't know.
- IV. Read the extract from book 'How to Win Friends and Influence People' by Dale Carnegie. This book is read especially by the people who want to be successful in business. It gives people chance to learn and practice skills to help them achieve their professional and personal aims.

# Six ways to make people like you:

1. be genuinely interested in other people 2. smile

3. remember that a person's name is to that person the sweetest and the most important sound in any language

- 4. be a good listener
- 5. encourage others to talk about themselves

6. talk in terms of other person's interests Make the other person feel important – and do it sincerely.

V. Do you think the technique suggested in this extract is useful? Which, if any, do you use?



# LISTENING

I. Listen to conversation 1. Complete Column 1.

Conversation	1	2	3
What is the conversation about?			
How do they feel about each other?			
Which techniques do they use?			

One way of keeping a conversation going is by 'mirroring', i. e. repeating something the other person says with enthusiastic intonation. This makes you sound interested.

# II. Listen again. Then in pairs, practice this extract.

**John** Well, I'm lecturing on Law for the University law students.

# 12



**Victor** The University law students! Do you mean our University?

**John** That's right. I'm going to lecture next week, beginning on Monday.

Victor How wonderful! Could I attend your lectures?

John Of course, you can.

III. Practice mirroring. Find out from other people...

- where they are from;
- about their job;
- their hobbies;
- *their family;*
- their research.
- *IV. Listen to Conversation 2 and 3. Complete the chart in Ex.1 above.*

# **ENGLISH IN USE**

- I. Listen to all three conversations again. Note expressions for...
  - Introductions.
  - Offers and invitations.
  - Expressing disappointment.
  - Ending conversations.
  - Leave-taking.

# Part One

Genetically, English *belongs* to the Germanic or Teutonic group of languages, which is one of the twelve groups of the Indo-European (IE) linguistic family. Most of the area of Europe and large parts of other continent *are occupied* today by the IE languages, Germanic being one of their major groups.

The Germanic languages in the world *are* as follows:

*English* – in Great Britain, Ireland, the USA, Canada, Australia, New Zealand, the

- II. Check with the Audioscript to Unit 1.
- III. In pairs add other expressions.
- *IV. In groups of three introduce yourself and someone else at* 
  - an informal party.
  - a conference.

Focus on useful expressions for introductions, offers and invitations or starting and ending conversations



# READING

# THE DEVELOPMENT OF ENGLISH

*I. Before reading the text try to answer the following questions.* 

1. What group of languages does English belong to?

2. What other languages belong to this group?

3. How many people speak Germanic languages?

4. What do you know from the history of English?

*II. Read Part One of the text and see if your statements are true.* 

South African Republic, and many other former British colonies and dominions;

German – in Germany, Austria, Luxemburg, Liechtenstein, part of Switzerland; Netherlandish – the Netherlands and Flanders (Belgium) (known also as Dutch and Flemish respectively); Afrikaans – in the South African Republic; Danish – in Denmark; Swedish – in Sweden and Finland; Norwegian – in Norway; Icelandic – in Iceland; Frisian – in some regions of the Netherlands and Germany, Faeroese – in the Faeroe Islands. It is difficult to estimate the number of people speaking Germanic languages, especially on account of English, which in many countries *is* one of two languages in a bilingual community, e.g. in Canada. The estimates for English range from 250 to 300 million people who *have* it as their mother tongue. The total number of people speaking Germanic languages *approaches* 440 million. To this rough estimate and indefinite number of bilingual people in

## III. Work in groups of 3 - 4.

Each group reads different parts of the text 'The Development of English' and answers questions and then tells the class what it is about.

*IV. Answer the questions about Part Two – Part Four of the text.*1. How long did each period last?

# Part Two

In the middle of the 5<sup>th</sup> century the Angles, Saxons and Jutes *began* to invade the British Isles. They *spoke* dialects of the language, which *was* the ancestor of the present-day English. It *was termed* **Early Old English**. It *is the first* pre-written (historical) *period*.

Celtic languages *are* still *spoken* in the British Isles today. During the fifteen hundred years that *have passed* since the Anglo-Saxon invasions, English *has changed* considerably. First, it *was influenced* by the language of the Danish invaders in the  $8^{th} - 10^{th}$  centuries. The English language of that time *is referred* to as **Old English (OE)** or **Anglo-Saxon**. It *is the second* historical *period*, which *extends* from the  $8^{th}$  century until the end of the 11<sup>th</sup> century.

Old English *was* a typical Old Germanic Language (OG), with the purely Germanic vocabulary, and a few foreign borrowings; it *displayed* specific phonetic peculiarities. As far as grammar *is concerned*, OE *was* an inflected system of morphological categories, especially in the noun and adjective. over 50 countries where English *is used* as an official language *could be added*.

From the British Isles English *spread* all over the world, but English has not always been the language of the inhabitants of those islands. When the Romans *colonized* England in the 1<sup>st</sup> century of our era, the country *was inhabited* by Celtic tribes, and until the 5<sup>th</sup> century only Celtic languages *were spoken* by the people of Britain.

2. What are the specific features of the development of English in the described periods? Name them and illustrate with the examples.3. What are the causes of the language changes and what levels of the language are changed?

4. What changes have been preserved in the language since that time?

*The third period*, known as **Early Middle English** starts after 1066, the year of the Norman Conquest, and covers the 12<sup>th</sup>, 13<sup>th</sup> and half of the 14<sup>th</sup> centuries. It was the stage of the greatest dialectal divergence caused by the feudal system and by foreign influences – Scandinavian and French.

Under Norman rule the official language in England *was* French, or rather its variety called **Anglo-French** or **Anglo-Norman**; it *was* the dominant language of literature. There *is* an obvious gap in the English literary tradition in the 12<sup>th</sup> century. The local dialects *were* mainly *used* for oral communication and *were* but little *employed* in writing. Towards the end of the period their literary prestige *grew*, as English *began* to displace French in the sphere of writing, as well as in many other spheres.

Early ME *was* a time of great changers at all the levels of the language, especially in lexis and grammar. English *absorbed* two layers of lexical borrowings: the Scandinavian element in the Northeastern area





(due to the Scandinavian invasions since the 8<sup>th</sup> century) and the French element in the speech of townspeople in the South-East, especially in the higher social strata (due to the Norman Conquest).

There are some everyday words of Scandinavian origin, which have been preserved in present-day Standard English. Nouns: bag, band, birth, bulk, cake, crook, dirt, egg, freckle, gap, gate, keel, kid, leg, link, loan, raft, root, score, scrap, seat, skill, skim, skirt, skull, sky, slaughter, sneer, steak,

# Part Three

**The fourth period** – from the later 14<sup>th</sup> century until the end of the15th *embraces* the age of Chaucer, the greatest English medieval writer and forerunner of the English Renaissance. It *is called* **Late** or **Classical Middle English**. It was the time of restoration of English to the position of the state and literary language and the time of literary flourishing. The main dialect used in writing and literature was the mixed dialect of London.

Chaucer's language was a recognized literary form, imitated throughout the 15<sup>th</sup> century.

The written records of the late  $14^{\text{th}}$  and  $15^{\text{th}}$  centuries testify to the growth of the English vocabulary and to the increasing proportion of French loan words in English. Most of the inflections in the nominal system – in nouns, adjectives, and pronouns – *had fallen* together.

Here are the French borrowings of the ME period. To this day nearly all the words relating to the government and administration of the country are French by origin: assembly, authority, chancellor, council, counsel, country, court, crown, exchequer, govern, government, nation, office, parliament, people, power, realm, sovereign, and many others. Close to this group are words pertaining to the feudal system and words indicating titles, and ranks of the nobility: baron, court, countess,

thrift, window, wing. Adjectives: awkward, flat, happy, ill, loose, low, meek, odd, rotten, scant, scarce, sly, tight, ugly, weak, wrong. Verbs: bait, bask, call, cast, clap, crawl, cut, die, drown, gape, gasp, hit, happen, lift, nag, raise, rake, rid, scare, scatter, scowl, snub, take, thrive, thrust, want.

Phonetic and grammatical changes *proceeded* at a high rate. By the end of the period, grammatical alterations *had transformed* English from highly inflected language into a mainly analytical one.

duchess, duke, feudal, liege, manor, marquis, noble, peer, prince, viscount. It is notable that very few words of this semantic group are native, e. g. lord, lady, king, queen, earl, knight.

The most of the *military terms* adopted in ME are a natural consequence of the fact that military matters *were managed* by the Normans and that their organization of the army and military service was new to the English. The examples are: *aid, armour, arms, army, banner, battle, captain, company, dart, defeat, dragon, ensign, escape, force, vessel, victory* and many others.

A still greater number of words *belong* to the domain of *law* and *jurisdiction*, which were certainly under the control of the Normans. For several hundred years court procedure *was conducted* entirely in French, so that to this day native English words in this sphere *are* rare. Many of the words first adopted as juridical terms *belong* now to the common everyday vocabulary: *acquit*, *accuse*, *attorney*, *case*, *cause*, *condemn*, *court*, *crime*, *damage*, *defendant*, *false*, *felony*, *guilt*, *heir*, *injury*, *interest*, *judge*, *jury*, *just*, *justice*, *marriage*, *money*, *penalty*, *plaintiff*, *plead*, *poor*, *poverty*, *properly*, *prove*, *rent*, *robber*, *session*, *traitor*.

A large number of words pertain to the *Church* and *religion*, for in the 12<sup>th</sup> and 13<sup>th</sup> centuries all the important posts in the Church were occupied by the Norman clergy. They are the following: *abbey, alter,* 

archangel, Bible, baptism, cell, chapel, chaplain, charity, chaste, clergy, divine, grace, honour, glory, lesson, miracle, nativity, paradise, parish, passion, pray, preach, procession, religion, rule, sacrifice, saint, save, sermon, tempt, vice, virgin, virtue.

The Normans introduced many innovations referring to *house*, *furniture* and *architecture*, which became known to the English together with their French names: *arch*, *castle*, *velar*, *chimney*, *column*, *couch*, *curtain*, *cushion*, *lamp*, *mansion*, *palace*, *pillar*, *porch*, *table*, *wardrobe*. Some words are connected with *art*: *art*, *beauty*, *colour*, *design*, *figure*, *image*, *ornament*, *paint*. Another group includes names of *garments*: *apparel*, *boot*, *coat*, *collar*, *costume*, *dress*, *fur*, *garment*, *gown*, *jewel*, *and robe*. Many French loan words *belong* to the domain of *entertainment*, which is natural enough, for the Norman nobles *amused* themselves with various pastimes. The borrowed *chase* competed with its native synonym *hunt*, which *has survived* as well; other examples are: *cards, dance, leisure, partner, pleasure, sport, tournament, and trump.* 

Form of address, such as, sir, madam, mister, mistress, master and servant; names of some meals – dinner, supper – and dishes are of the French origin. The names of meals are often French, whereas the names of the animals from whose meat they are English. Cf. beef, veal, mutton, pork, bacon, brawn, venison (French loan words) and native English ox, cow, calf, sheep, swine, bear, and deer.

# Part Four

The fifth period – Early New English – lasted from the introduction of printing to the age of Shakespeare that is from 1475 to 1660. The first printed book in English was published by William Caxton\* in 1475. This period is a sort of transition between two outstanding epochs of literary efflorescence: the age of Chaucer and the age of Shakespeare (also known as the Literary Renaissance.)

The Early NE period was a time of sweeping changes at all levels, in the first place lexical and phonetic. The growth of the vocabulary *was* a natural reflection of the progress of culture in the new bourgeois society, and of the wider horizons of man's activity.

The loss of most inflectional endings in the  $15^{\text{th}}$  century justifies the definition "period of lost endings" given by H. Sweet to the NE period.

During the Renaissance, in the  $14^{th} - 16^{th}$  centuries *came* the peaceful "invasion"

of large numbers of Latin and Greek words, which *were adopted* into English.

In fact, this invasion *has* never *ended*. New words *continue* to be made up from Latin and Greek roots for new inventions and scientific discoveries.

Numerous Latin and Greek words were first used by Thomas More (early 16<sup>th</sup> century), who wrote in Latin and in English; among his innovations were the words: anticipate, contradictory, exact, exaggerate, explain, fact, monopoly, necessitate, pretext. Many classical borrowings first appeared in Shakespeare's works: accommodation, apostrophe, dislocate, misanthrope, reliance, submerge.

Some borrowings have a more specialized meaning and belong to *scientific terminology* (for the most part, they go back to Greek prototypes and *may have been taken* either from Greek or Latin and French in Latinised form), e.g. *acid, analysis, antenna, apparatus, appendix, atom, axis, complex, curriculum, diagnosis, energy, formula, fungus, inertia, maximum, minimum, nucleus, species, terminus, ultimatum.* A distinct group of Greek loan

<sup>\*</sup>Caxton William (?1422-91) the first person in England to print books. He learned about printing in Germany, where the first books in Europe were printed, then returned to England to start a printing business there.



words pertains to *theatre*, *literature* and *rhetoric*: *anapest*, *comedy*, *climax*, *critic*, *dialogue*, *drama*, *elegy*, *epilogue*, *episode*, *metaphor*, *prologue*, *rhythm*, *scene* and *theatre*.

**The sixth period** extends from the mid-17<sup>th</sup> century to the close of the 18<sup>th</sup> century. In the history of the language, it is often called "the age of normalization and correctness", in the history of literature – the "neoclassical" age.

It is also important to note that during this period the English language *extended* its area for beyond the borders of the British Isles, first of all to North America.

The English language of the 19<sup>th</sup> and 20<sup>th</sup> centuries *represents the seventh period* in



# FOCUS ON GRAMMAR

**Use of Grammar Tenses** 

I. Read the whole text again and pay attention to the verbs in italics, comment on the use of tenses.

Example:

1. Genetically, English *belongs* to the Germanic or Teutonic group of languages, which is one of the twelve groups of the Indo-European (IE) linguistic family.

The Present Simple is used to denote the present time action.

2. When the Romans *colonized* England in the 1<sup>st</sup> century of our era, the country *was inhabited* by Celtic tribes, and until the 5<sup>th</sup> century, only Celtic languages *were spoken* by the people of Britain.

The Past Simple Active and Passive Voice are used to denote the past time action.

3. There are some everyday words of Scandinavian origin, which *have been preserved* in present-day Standard English.

the history of English – **Late New English** or **Modern English**. By the 19<sup>th</sup> century, English had achieved the relative stability typical of an age of literary florescence and *had acquired* all the properties of a national language. The classical language of literature *was* strictly *distinguished* from the local dialects and the dialects of lower social ranks.

The 20<sup>th</sup> century *witnessed* considerable intermixture of dialects. The local dialects are now retreating, being displaced by **Standard English.** 

In the 19<sup>th</sup> and 20<sup>th</sup> centuries, the English vocabulary *has grown* on an unprecedented scale reflecting the rapid progress of technology, science and culture and other multiple changes in all spheres of man's activities.

The Present Perfect is used to denote the action, which began in the past and is connected with the present by its result.

4. By the end of the period, grammatical alterations *had transformed* English from highly inflected language into a mainly analytical one. Most of the inflections in the nominal system – in nouns, adjectives, and pronouns – *had fallen* together. *The Past Perfect is used to denote the past action, which was fulfilled by a certain moment in the past.* 

- *II. Look at the text again. Find examples of the grammar tenses. Discuss when we use the different forms.*
- III. Make up sentences of your own with the Present Simple, Past Simple, Present Perfect, and Past Perfect.

# VOCABULARY

- I. Look at the text in more depth, observe how vocabulary developed in every period, fill in the chart. The first one is done for you.
- *II. Discuss the results of your observation as a whole class.*

# UNIT 1. ENGLISH AS A WORLD LANGUAGE

Semantic			Periods		
group of	Early Middle	Classical	Early New	The six period/	Modern
words and	English 12 <sup>th</sup> –	Middle English	English 1445 –	The age of	English Period
class of	half of the 14 <sup>th</sup>	14 <sup>th</sup> –15 <sup>th</sup>	1660 /15 <sup>th</sup> - 16 <sup>th</sup>	normalization and	since 19 <sup>th</sup>
words/	century	century	century	correctness: the	century
The words				mid- $17^{\text{th}}$ – the end	
				of 18 <sup>th</sup> century	
origin					
Everyday words	Nouns: bag, band, birth, bulk, cake, crook, dirt egg, freckle, gap, gate, keel, kid, leg, link loan, raft, root score, scrap, seat, skill, skim, skirt, skull, sky, slaughter, sneer, steak, thrift, window, wing. Adjectives: awkward, flat, happy, ill, loose, low, meek, odd, rotten, scant, scarce, sly, tight, ugly, weak, wrong. Verbs: bait, bask, call, cast, clap, crawl, cut, die, drown, gape, gasp, hit, happen, lift, nag, raise rake, rid, scare, scatter, scowl,				
	snub, take, thrive, thrust, want.				
Words indicating <i>titles</i> , and <i>ranks</i>					
\Words re- lating to the government and admi- nistration					
Words of <i>law</i> and <i>jurisdiction</i>		Acquit, accuse, attor- ney, case, cause, condemn, court, cri- me, damage, defen- dant, false, felony, guilt, heir, injury, interest, judge, jury, just, justice, marria- ge, money, penalty, plaintiff, plead, poor, poverty, properly, prove, rent, robber, session, traitor			
Scientific terminology					
Latin and Greek words					
Latin and French words					

17





# DISCUSSION

# I. Read the information about learning English.

People who speak English fall into three groups: those who have learnt it as their native language; those who have learnt it as their second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

II. In groups of 3-4 discuss what group of people you belong to.



# SPEAKING

- I. Speak about the role of English in your research work to the whole class.
- II. To have a good command of English, it is necessary to learn and improve it constantly. In groups of three, discuss 'What are your ways of learning English?' Be ready to present it as a survey overall group.

# Example:

Two members of our group give preference to learning grammar by doing grammar exercises. Three persons learn vocabulary by registering words in a vocabulary notebook. All members of the group find most useful activities of learning English: practicing speaking in pairs or groups, reading texts, newspapers, literature. One person prefers practicing grammar phenomena in oral speech. What are your strategies of learning grammar?

- Learning grammar rules
- Doing grammar exercises
- Practicing grammar phenomenon in oral speech

What are your strategies of learning vocabulary?

- Registering words in a vocabulary
- Differentiate the class of words
- Explain the meaning or the definition of words

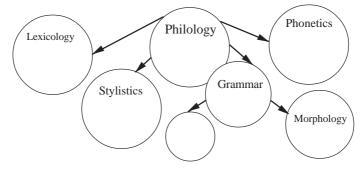
Which of the activities of learning English do you find most useful?

- Practicing speaking in pairs or groups
- Doing written work on your own
- · Listening to the teacher
- · Listening to a cassette recorder
- Using a dictionary or a grammar book
- Reading texts / newspapers / literature
- Doing written grammar exercises
- Oral grammar practice
- III. Speak about the most effective strategies of learning English on the basis of the previous exercise and the surveys of the groups.
- IV. Choose the best way of registering your vocabulary in a vocabulary notebook. Share your experience with the whole class.

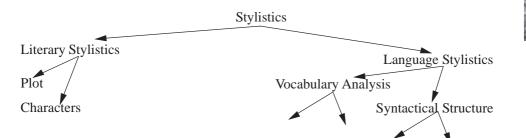
There is no one correct way to organize a vocabulary notebook, but it is a good idea to choose possible ways of doing so.

# Here are some examples:

1. Terms / words can be grouped under a heading



2. A more general way when a word can be drawn as a diagram



3. The most common way of organizing a vocabulary

Word	Meanings/ Synonyms	Example(s)/ Collocations	Transcription/ Translation
Term (n) [countable	a word or expression with a particular mea- ning, especially one that is used for a specific subject or type of language Multimedia is the term for any tech- nique combining sounds and images.	5	термін





# Curriculum Vitae or CV (BrE), Resumes (AmE) Writing

Writing an e-mail

talk on mobile phones.

I. Write your e-mail to your teacher about

your new strategies of learning English.

Discuss your present situation and say

how you are going to change it. Mind the

use of tenses. We can use the Present

Continuous to write / to talk about what

we are doing now or these days. The

Present Continuous is also used a lot to

# II. Learn what a CV is and how to write it.

• A CV is like an argument in which you are trying to persuade your reader to give you an interview. To be most effective, the CV must be focused on the specific job for which you are applying. You can guide the reader to this conclusion using your 'thesis,' or job objective, and your 'topic sentence,' or 'headings.'

• Be concise and selective: include only the most relevant experiences and omit personal or sensitive information.

19



#### Writing Strategies

After you have decided which experiences are most relevant to your chosen career write short descriptive phrases for each job or activity.

- Use action verbs and emphasize skills: *'Designed new techniques for . . .'* rather than *'was responsible for design plans.'*
- Whenever possible, give specific evidence to illustrate your skills.

For example, 'Designed new techniques for water-possessing, saving the company \$50,000 over a two-year period' is more persuasive than 'Implemented many moneysaving procedures.'

• Decide which of the CV styles best suits your needs, and then write a draft on a word-processor. Working on a computer will allow you to adapt your resume to specific jobs or even to convert your CV from one style to another.

#### Revision

• Let your draft sit for a while (a day or a few hours), then look at it critically; what would potential employers be most likely to notice first? What parts of your resume would attract them? Where would they be bored or confused? The answers to these questions might prompt you to rearrange sections of your CV so that the most important things come first, or to clarify and condense some job descriptions.

• After a first revision, gather reactions from others. Choose people whose advice you can trust: people working in your desired career, professors in your field.

• Revise some more. When you have arrived at a draft you like, print off an errorfree copy on a letter-quality printer and have it photocopied onto good paper.

• Your final CV should be only one page. If it is longer, be suspicious of irrelevant or unnecessary material. Also, check for superfluous words; 'bulletize' your points to eliminate pronouns and complete sentences. If your resume is two pages, make sure the most important information is presented on the first page.

#### Homework

• Prepare dialogues using the technique suggested by D. Carnegie

• Speak about the role of English in your research work

• Read the parts of the text 'The Development of English' you did not read in class

• Fill in the chart of the English languages development

• Revise the system of grammar tenses in active and in passive voice

• Organize your vocabulary notebook

• Write an e-mail to your teacher

• Read the instructions about Curriculum Vitae or CV (BE), Resumes (US) writing. Be ready to discuss it in class. Write the first draft of your CV



# In this lesson

- Talk about jobs, studies, plans, and ambitions
- Read for the information
- The Use of the Present Continuous, Present Simple, Present Perfect & Present Perfect Continuous Tenses
- Learn the Education Vocabulary
- Speak about Education in Great Britain, the USA
- Learn how to write a Personal Profile
- Learn how to write a Cover Letter (AmE) / a Letter of Application (BrE)



# LISTENING

*I. Listen to people talking about jobs, studies, and ambitions.* 

What verb forms do they use?	What questions are used to ask about job?	

II. Work in pairs. Talk about your job, studies and ambitions. You may need some collocations expressing success.

To attain / realize / fulfil / achieve / an ambition.

To realize / achieve / a dream.

- To reach / secure / an agreement.
- To fulfil **an obligation**.
- To reach / attain / achieve a target.
- To reach / achieve a compromise.

# **ENGLISH IN USE**

# Asking questions tactfully

It is often more polite and tactful to avoid questions beginning with *Who*, *What*, *Where*, *How many*, etc., especially with someone you don't know very well.

You can ask yes/no questions instead, so that the other person can choose how much information to give.

'Have you got a moment?' ' I'm a bit busy, actually.'

'Can I borrow your dictionary?' 'I'm afraid, I need it now.'

III. In pairs, ask and answer yes / no questions about these topics.

Last	Your	A holiday	Your
weekend	job		English

# VOCABULARY DEVELOPMENT

# Collocations

I. Learn the following collocations about the job. Use the dictionary if necessary. Make up sentences of your own.

To apply for a job To fill in an application form To work full-time / part-time / in shifts / flexi-time / nine-to-five To get a salary /a wage / a bonus / an hourly rate To plan to go / be freelance To get promoted To finish / do / get a degree



To go into linguistic / legal researching To be ambitious to start / set up / have one's own business

To be made redundant when the firm is downsized To be dismissed

- To get the sack
- To get the suck
- To give up work [in order to study] To be on take sick leave
- To be a workaholic
- To be a workanolic
- *To be promoted[get a higher position] To be fed up with commuting*
- To take retirement

Getting down to Work

them with your partner.

III. Do you have any of the following study problems? If you do, discuss

#### and Study make work Promotion Early retirement A living A profit Progress Part-time A grant The sack A career change Maternity leave In shifts An exam Good grades A fortune A gap year Full-time Flexi-time A rise



In Class	Outside class
□ It's difficult to concentrate.	□ You have nowhere quiet to study.
<ul> <li>You can't follow the lesson.</li> <li>Other graduates are much</li></ul>	□ You lack self-discipline.
better than you.	□ It's difficult to begin studying.
□ You don't like the subject.	□ You don't have enough time.
□ Other problems (What?)	□ Other problems (What?)



# Work and Study Collocations

get

*II. Match the words below with the appropriate verbs.* 

take

Work

*IV. Read about the two different people writing about their problems in doing study and work. What would you advise them to do?* 

I'm a great procrastinator. I always put off doing today what I could do tomorrow. I never seem to get round to writing toppriority tasks immediately. My life is just too hectic; all the work piles up, and I can't keep up with all the things I have to do. I quite often fall behind with my paper work and have to spend the weekend catching up. I'd love to be able to just potter about and linger over reading some fiction and having my meals instead of doing a research. Perhaps when I defend my thesis I'll be able to slow down, but until then I can't see the pressure easing off.

I'm having problems with my studies at the university. I find it difficult to get down to work in the evenings and I can't concentrate on anything at the moment. I spend most of the time listening to records or watching TV instead of doing my homework. The other students in my class are much better than I am and I have difficulty in keeping up with them. I sometimes have problems with lectures as well. I can't always take down the important things the lecturer says because I write so slowly. I'm also falling behind with my studies in English. My teacher of English has told me that I'm not good at writing essays and I usually hand in my home work late because I put off doing it until the last minute. So I often have to invent silly excuses to explain why I haven't done the work.

I'm sure I'm not going to get through my final exams in June. I scraped through the mock exams last February with 54% - all the other students passed with flying colours. I'm now so far behind that I don't know how I'm going to catch up with them. My teacher spent some time going through my homework with me but she found so many mistakes that I felt even more depressed.

V. Work in pairs. Highlight the multi-word verbs in the texts and define what they mean. Talk to your partner about someone who has similar problems. Use as many multi-word verbs as you can. Inform the class about your discussion.

VI. Match the multi-word verbs in A with the definitions in B. Use them in sentences of your own.

Α	В	
1. put off	a. take a long time over doing something	
	your enjoy	
2. get round to doing something	b. do small jobs in a relaxed and unhurried way	
3. pile up	c. relax and take your time more	
4. potter about	d. do something you've been meaning to do	
	for some time	
5. linger over doing something	e. postpone	
6. slow down	f. getting less	
7. easy off	g. increase in quantity or amount, in a way that	
	is difficult to manage	
1		





A CONTRACTOR OF THE OWNER		
ALC: NOTE: COM		
In Michigan Trans.	ł	-
A DECK OF MARKEN		
CARLAND ARESO		_
Cardina Cardon Cardon Participante		
The second se		
	ł	

Α	В	
1. get down to doing something	a. remain at the same standard or position as someone else	
2. keep up with someone/something	b. start work on something	
3. take something down	c. check that something is correct	
4. fall behind with something	d. do something well	
5. hand something in	e. reach the same standard or position as someone else	
6. be good at doing something	f. be behind with something, not at the level expected	
7. get through (something)	g. pass an exam but with a very low grade	
8. scraped through (something	h. pass an exam or test	
9. catch up with someone/something	i. give something to someone in a position of authority	
10. go through something	j. record in writing what someone is saying	

VII. Learn some idiomatic expressions connected with work and study .Use a dictionary if necessary. Use them in the situations of your own.

*1*. The written exam was difficult, but the oral was *a piece of cake*.

2. I passed the exam by the skin of my teeth. The pass mark was 50% and I got 51%.

3. Once I tried to learn a whole speech parrot fashion - I didn't understand a word of it.

4. The teacher told me if I wanted to catch up with the rest of the class and pass the exams, I should have to *burn the midnight oil* for several weeks.

5. It will be easier if we work on this exercise together. *Two heads are better than one*.

6. I hope to pass this exam with flying colours.

7. I've been *boning up on* my English for the PhD candidate exam.

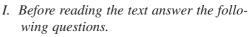
8. She seemed to just *breeze through* the exams. Everyone else was in such a panic and almost had nervous *breakdowns*.

9. For several months he was rushed off his feet and he had his work cut out to keep on the top of things.

10. Are you busy at the moment?

Yes, I'm up to my eyes / ears in work.

# READING



1. Is education compulsory in Great Britain, in the USA and Ukraine?

2. When do children go to school in these countries?

3. What do you know about higher education in those countries?

*II. Read the text and see if your statements are true.* 

# FURTHER AND HIGHER EDUCATION IN BRITAIN AND THE USA

# Higher Education in Great Britain

A smaller percentage of British students go on to *further or higher education* than in any other European country. Further education in Britain after GCSE and GNVQ exams is taken around the age of 16.

The term *higher education* is used to refer to degree courses at universities.

The proportion of young people entering university and other advanced education rose from 1 in 8 in 1980 to 1 in 5 by 1990 and



reached 1 in 3 in the year 2000. Many students go to university for a *bachelor's degree*. Students who obtain their Bachelor degree (graduates) can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of *post-graduate courses – the master's degree (MA or MSc)*, which takes one or two years, and the higher degree of *Doctor of Philosophy (PhD)*, which takes two or three years.

Others study for certificate or diploma at a college of further education. Most courses at these colleges train around 1.5 million in a particular skill and combine periods of study with work experience.

Some people return to education later in life and attend *evening classes* run by adult education institutes. There are about 4 million part-time enrolments, half of which are in *adult education*. In the mid 1990s about 1.6 million people, of whom 70% were women, attended evening classes.

Over 90 per cent of students on first degree and comparable advanced courses receive awards covering tuition fees and maintenance. Parents also contribute, the amount depending on their income. In addition, students are eligible for an interest-free loan.

There are some 100 universities; they enjoy complete academic freedom. Since 1967 a major contribution to *post-school education* has been made by a number of *polytechnics*, which enjoyed close links with commerce and industry. As the result of recent legislation, nearly all polytechnics have become *universities* and were awarded their own degrees from 1993.

The Open University is non-residential and offers degrees and other courses for adult students of all ages in Britain and other parts of Europe. Its *teaching method* is a combination of *printed texts*, *correspondence tuition*, television and radio broadcasts, audio and video cassettes and *residential schools*. There are also *local study centres*. No formal *qualifications* are required to register for most courses.

#### Higher Education in the USA

Although in general Americans prefer to limit the influence of government, it is not so where education is concerned. All levels of government are involved in education and it is considered to be one of their most important responsibilities.

The federal government provides some money for education through the Department of Education.

After *high school*, which usually covers four years, from the ninth to the twelfth grade, comes *post-secondary or further education* (or *adult education* or *continuing education*) which is not free though the state governments which run most of the educational institutions subsidize the cost for people who live in the state.

#### The Quality of Education

By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45% of Americans have some post-secondary or further education, and over 20% graduate from a college or university.

However, 20% of adults, about 40 million people, have very little skills in reading and writing, and 4%, about 8 million, are illiterate.

Since control over education is mostly at local level, its quality varies greatly from place to place. There are many reasons for this but the most important is money. In general, the people who live in city centres tend to be very poor. Those with money prefer to live in the suburbs.

People in the suburbs pay higher taxes, and so the schools there have more money to spend. Crime and violence are also serious problems in the inner cities, with some students taking weapons to school. In such situation it is hard to create a good atmosphere for learning.

# Going to College in the US



Americans talk about 'going to college' even if the institution they attend is a university. To Americans the phrase 'going to university' sounds pretentious. Most colleges offer classes for undergraduate students studying for bachelor's degree. *Community colleges* offer two-year courses leading to associate's degree and afterwards students transfer to a different college or university to continue their studies. Universities are larger than colleges and also offer courses for graduate students who study in graduate school. Many universities also have separate professional schools, e.g. a medical school or a law school.

American high school students who want to study at a college or university have to take a *standardized test*, e.g. the *SAT* (Scholastic Aptitude Test) or the *ACT* (American College Test). Students from countries outside the US who are not native speakers of English must also take the *TOEFL* (Test of English as a Foreign Language). At university level some people object to the high numbers of foreign students, especially in science and related fields. But since relatively few Americans study these subjects the universities are glad to take international students.

Each college or university decides on the minimum *score* it will accept, though test scores are never the only factor taken into account. Students apply direct to between three and six colleges in their last year of high school. Each college has its own *application form* and most include a question for which a student must write an essay. The student also has to send a *transcript* ( an official list of all the subjects studied and the grades received) and letters of reference.

There are about 3 000 colleges and universities both private and public. Most

students choose a public institution because the costs are lower. All universities charge *tuition*, and students pay extra for *room and board*. Prices range from a few hundred dollars a year to well over \$ 25 000 at some private colleges. Students whose families cannot afford to pay the full amount apply for a *financial aid*. Many students receive a *financial aid package* which may be a combination of *grants* from the government, a *scholarship*, a *student loan* and *work-study* (a part-time job at the college).

The most famous universities are those in the Ivy League in the north-eastern US, including Harvard and Yale, its most famous universities, whose fierce rivalry in various sports is like that between Oxford and Cambridge Universities in Britain. The other members of the Ivy League are Columbia University, Cornell University, Dartmouth College, Brown University, Princeton University, and the University of Pennsylvania. The name Ivy League comes from the ivy that grows on the old buildings of the college. Many other universities also have good reputation and offer a high standard of education but none has the status and prestige of the Ivy League institutions.

Large universities often put most emphasis on *research*. Smaller colleges tend to concentrate on teaching *undergraduates*, and many students prefer these colleges because they offer smaller classes and more personal attention from teachers.

# VOCABULARY DEVELOPMENT

# **Education Vocabulary**

*I.* Almost all education vocabulary in the text is written in italics. Put them down in your vocabulary notebook.

*II. Learn the following qualifications and degrees.* 

GCSE - General Certificate of Secondary Education. GNVQ - General National Vocational Qualification. Bachelor's Degree: The general name for a first degree, most commonly a BA (= Bachelor of Arts) or BSc (= Bachelor of Science)

Master's Degree: The general name for a second postgraduate degree, most commonly an MA or MSc. Doctorate: The highest academic qualification. This usually (but not everywhere) carries the title PhD (= Doctor of Philosophy)

# DISCUSSION

- I. Work in pairs. Make up questions about the text 'Further Higher Education in Britain and the USA.' Put them down in your notebook.
- II. Discuss the text as a whole class.



# **Present Forms**

# The Use of the Present Continuous, Present Simple, Present Perfect & Present Perfect Continuous

Present Continuous	Present Simple	Present Perfect Pres	ent Perfect Continuous	
Use these forms:				
<ol> <li>To talk about actions taking place at the moment of speaking <i>I'm waiting for my boss.</i></li> <li>To talk about temporary situations <i>Victoria is looking for a job.</i></li> <li>To talk about changing of things, situations <i>The number of cars on the roads is increasing.</i></li> </ol>	The earth <b>goes</b> round the sun. 2. To say how often we do things, (repeated actions): He <b>gets</b> up at 8 o'clock <i>every</i> <i>morning/ day.</i> She <b>goes</b> to English classes	<ol> <li>To talk about a completed action or experience in the past without saying exactly when it happened. I have seen this film three times.</li> <li>With a finished past time expressions, use the past simple. I lived in Germany when I was a child / two years ago / in 1985.</li> <li>To talk about actions started at a stated time in the past and continuing up to the present. They have lived in the same house for thirty years/ since their child- hood.</li> <li>To talk about recent events. I've just bought a new car. He has already written his CV.</li> <li>When a past action is visible in the present. Your English is rather good. Have you been to some English speaking countries?</li> </ol>	<ul> <li>1. To focus more on the extended action than the result.</li> <li>I feel exhausted because I've been working hard all day.</li> <li>2. If we want to suggest that something is temporary.</li> <li>I have been staying with my sister for the last couple of weeks.</li> <li>3. To talk about repeated actions and events.</li> <li>I've been playing tennis recently.</li> <li>When the number of times an action has occurred is specified, use the present perfect simple.</li> <li>I have already had three coffees this morning.</li> </ul>	

*I.* Work in groups of 3 - 4. Make up situations in which you can use all the revised tenses. *II.* Write down the situation you've made up in your notebook. Read it to the whole class.



# VOCABULARY DEVELOPMENT

Successful Study, Exam Taking

1. How many times in your life have you passed exams?

2. What are the best ways of studying to prepare for exams?

I. Below there are some ways of preparing for an exam. Which way is the most productive with you? What can you add?



	expressions	meanings
Before the exam you can	study, revise, cram for an exam,	Study intensively for a short
		time
	and <b>bone up on</b> exam	
You can look at	past papers	Exam papers from previous
		years
You can	memorise or learn off by heart	Learning purely by repetition
	which is called rote-learning	
The best idea is	to bury yourself in your books	Spend the maximum time
		studying
	until you know the subject inside	Know it completely
	out	

II. There are a lot of written academic papers which pupils, students and PhD students write during their study. Look at them and say if the works you have written in your life are defined the same way.

word	description
composition	could be just 50 - 100 words, often used to refer to children's work
essay	longer than a composition, more serious, hundreds or even thousands of words
assignment	a long essay often part of a course, usually thousands of words
project	like an assignment, but emphasis on student's own material and topic
portfolio	a collection of individual pieces of work not necessarily written
dissertation	a long, research-based work, perhaps 10- 15,000 words, for a degree or diploma
thesis	a very long, original research-based work, perhaps 80 - 100,000 words, for a higher
	degree (e.g. PhD)

*III. Work in pairs. Read the text and answer the questions.* 

- 1. Are you ambitious?
- 2. What are your plans and ambitions?



IV. Match the idioms with their meanings.

# A Career Ladder

Every person after graduating from higher educational establishment starts to work at the very bottom of the career ladder. In this case you may have a dead-end job doing runof-the-mill tasks. There are different ways of putting yourself about and, thus, help yourself to climb the career ladder. Networking could be useful to one's business or career. Networking involves such things as exchanging (business) cards and promising to do lunch sometime. Now people are rather more *pro-active* in trying to make useful contacts. Others *cram for success* by pulling out all the spots. Every young ambitious achiever aims at being recognised as an up- and - coming person.



1. bottom in the career ladder	a. Make a great effort to do something well	
2. a dead-end job	b. Becoming more and more successful	
3. networking	c. Making contacts that may be useful to one's business or career	
4. pro-active	d. In a low position in a work organisation or hierarchy	
5. pull out all the spots	e. Taking actions themselves rather than waiting for something to	
	happen	
6. an up- and - coming person	f. Job without a good future	

*V. Make up sentences of your own with the idioms from the previous exercise. Write them down in your notebook.* 

# **Character Features of a Successful Researcher**

VI. Look at the table. Check if you know all the adjectives characterising a person.

Birth sign	Characteristics
ARIES (Mar 21 - Apr 20)	Outgoing, extrovert, carefree, light-hearted, truthful, open, candid, frank, easy-going
TAURUS (Apr 21 - May 20)	Strong-willed, determined, self-assured, self-confident, dominant, energetic, competitive
GEMINI (May 21 - June 20)	Proud, arrogant, pompous, boastful, selfish, vain, self-centred, egocentric, snobbish
CANCER (Jun 21 - Jul 20)	Critical, petty, narrow-minded, fussy, stubborn, obstinate, materialistic, mercenary, possessive
LEO (Jul 21 - Aug 21)	Unpredictable, indecisive, two-faced, hypocritical, dishonest, changeable, temperamental, insincere, unreliable



VIRGO (Aug 22 - Sep 22)	Impressionable, gullible, weak-willed, cowardly, passive, obedient, secretive, humble, modest
LIBRA (Sep 23 - Oct 22)	Sensible, level-headed, well-balanced, practical, calm, fair- minded, realistic, rational, logical
SCORPIO (Oct 23 - Nov 22)	Aggressive, violent, brutal, vicious, ruthless, unscrupulous, malicious, spiteful, vindictive
SAGITTARIUS (Nov 23 - Dec 20)	Passionate, hot-blooded, brave, courageous, adventurous, lively, dedicated, loyal
CAPRICORN (Dec 21 - Jan 19)	Considerate, tender, gentle, generous, tolerant, understanding, protective, affectionate, thoughtful
AQUARIUS (Jan 20 - Feb 18)	Impulsive, impetuous, impatient, excitable, rebellious, revolutionary, forgetful, irresponsible, uncontrollable
PISCES (Feb 19 - Mar 20)	Shy, self-conscious, timid, reserved, sensitive, imaginative, creative, emotional, unstable

- VII. Work in groups of three. Find out your character features according to your birth sign. Discuss the following.
  - 1. What sign are you?

2. How far does it reflect your real character?

3. Do you need to change yourself to be a successful researcher?

4. What are the ideal features of a researcher if any?

VIII. Check if you can pronounce correctly the specialities the University Post-Graduate Courses prepare. Extend this list.

Linguistics, philology, literature, physics, genetics, biology, geography, mineralogy, methodology, pedagogy (pedagogics), mathematics, international relations, law (civil law, criminal law).

- IX. Work in pairs. Pay attention how you can extend your vocabulary denoting sciences with the help of suffixes -ics, -logy, -graphy
- a. atmospherics, automatics, mechanics, strategics, diplomatics, logics, hyginetics,

cybernetics, didactics, civics, dramatics, dynamics, semantics, systematics;

- b. bacteriology, cosmetology, cosmology, dialectology, ecology, geology, etymology, gerontology, meteorology, mineralogy, metrology, morphology, dendrology, dermatology, neurology, ornithology, vulcanology, zoology, pathology;
- c. orthography, topography, stenography, phonography, cartography, bibliography.
- X. Look up the definition of the following sciences. Mind the nouns with -ics take a singular verb as all the other sciences e.g. Aeronautics is the science of designing and flying planes.
- a. metaphysics, phonetics, statics, tactics, statistics, dialectics, ethics, aeronautics, politics, pedagogics, economics, electronics;
- b. mineralogy, methodology, paleontology, pharmacology, technology, philology, terminology;
- c. photography, geography, biography, calligraphy , crystallography, lithography, cinematography.

XI. Compose nouns . Add suffixes forming profession, activity. Some are done for you.

```
a. a verb + er:
```

teach - teacher, work - worker , employ - employer;

admire, climb, do, discover, send, found, make, eat, research, buy.

b. a noun + ist :

Journal - journalist, science - scientist, technology - technologist, education - educationist, fate, public, essay, ethnology, drama, physics, psychology, animal, biology.

# FOLLOW UP

XII. Do some Internet search on the word 'horoscope'. Follow the links and do personality quizzes to find out what person you are, according to Chinese astrology, which organizes years into cycles of twelve with each year named after an animal.

# SPEAKING

# Let's Talk Shop: Research Interests in Different Spheres

- I. Mix with the post-graduates and find out what specialities they are majoring and what problems they are going to research at their PhD courses. Answer some key questions on the PhD students' research.
  - 1. What is the field of your majoring?
  - 2. Who is your scientific supervisor?
  - 3. What is the tentative title of your thesis?
  - 4. What are the main concepts of your research?

5. Who of the scholars have made a considerable contribution in this field?

- 6. What is the aim of your thesis?
- 7. What have you done so far?

8. Have you started to write the main concepts of your research?

9. What is the structure of your thesis? 10. What are the goals and methods of your thesis?

II. Work in groups of three. Make up conversations between the researchers discussing their professional interests in different spheres of research. Ask questions politely.

III. Task for the class: Listen to the conversations of your classmates and define researchers and spheres they are speaking about and what their interests are.

# WRITING

# **Personal Profile Writing Strategies**

# Profile of Julia Severson

Personal qualities

I am a motivated, dynamic individual with ambition to succeed. I am well-organized and have good time management skills; I can work to deadlines, and cope calmly under pressure. I am a good team member; I also have a proven track record of successful leadership of groups, and can delegate effectively. Articulate and approachable, I possess excellent interpersonal skills, am a good listener, and at the same time I can handle problems with tact and sensitivity. Resourceful, creative, and flexible, I am an original thinker, I can take initiative, and I welcome new challenges that develop my abilities and extend my expertise.

# <u>Key skills</u>

I am fluent in English, and have a basic working knowledge of Italian and French.
I am highly computer-literate with an in-

depth knowledge of computer graphics.

• Over a twelve-year period I have built up a sound understanding of the television industry.



- I. Read the profile. Who do you think it describes, and why?
  - A Newspaper Editor
  - a PA to an accountant
  - an Advertising Executive



*II. Mach the words in A which may suit to be used in personal profile with the words in B paraphrasing them.* 

Α

- 1. have good time management skills
- 2. can work to deadline
- 3. be a good team member
- 4. can delegate effectively
- 5. can take initiative
- 6. be computer-literate

# *III. Write your personal profile. Use as many adequate expressions as possible.*

# Remember

In a profile, highlight your key characteristics and skills. Use a range of expressions, e. g. *I am a...and...individual.* / *I possess good* / *excellent* /...*skills.* / *I have a basic* / *sound* / *in-depth knowledge* / *understanding of....* 

# Writing a Cover Letter (AmE), a Letter of Application or Covering Letter (BrE)

• Address your letter to the person with the authority to hire you.

• Use a traditional business letter format and professional tone.

• Use appropriate terminology for the field / position. You must learn the language of the area if you want to convince an employer that you are ready to work in that area.

• Highlight your most important points by placing them at the beginning of your middle paragraphs.

• Keep your letter to one page; the reader is busy.

• Write your letter from the employer's point of view. In other words, explain what you can contribute, not what you hope to gain. "Contribution" and "success" are magic words.

• Mail the letter so it will be received on a Tuesday, Wednesday, or Thursday. Monday

- В
- a. complete work on time
- b. pass on work to other people
- c. be able to organize time well
- d. to take action independently
- e. be able to work with other people
- f. able to use computers

is the busiest mail day and Friday are used to wrap up business before the weekend.

• Write a new cover letter for each job.

• Be honest. Remember that the employer will expect to interview the person portrayed in the letter.

• Be self-confident but do not brag. Do not be apologetic or negative. Do not mention negative aspects of your resume.

• Use specifics to back up your statements. Emphasize the most significant aspects of your resume but do not simply repeat it.

• Use the job notice or description as a source of the employer's needs and desires. Pick out key terms and phrases. You could paste the ad on your letter and write your letter in response to it.

• If you think of a way to get the reader's attention, do it. Use a quote or statistic, praise the employer, mention a referral.

### Homework

• Talk about jobs, studies, plans, and ambitions

• Learn the education vocabulary

• Speak about Higher Education in Great Britain and in the USA

- Speak about your research interests
- Write a Personal Profile
- Write a Letter of Application



# In this lesson

- Read for the information
- Revise and extend uses of Past Narrative Tenses: the Past Simple, Past Perfect, Past Continuous
- Enhance your vocabulary of geographical, economic and cultural terms
- Be able to deliver a speech on countries, cities and national stereotypes
- Write a compare / contrast essay
- Write a report



# READING

THE UNITED STATES OF AMERICA

M AP OF THE UNITED STATES

I. Before reading the text try to answer the following questions using the phrases like: as far as I know ..., as far as I remember, if I'm not mistaken, it is well known that ..., I'm afraid I don't remember ..., I am not sure, but it seems to me that ..., etc.

1. What is the total area of the United States of America?

2. What is its climate?

3. What nationalities inhabit the United States?

4. What is the USA political status in the world?

5. What makes the living standard of the people?

6.What tendencies can you observe in the standard of living?



II. Read the text fairly quickly and see if your statements are right. Find the answers to the following questions.

1. What regions can the USA be divided into?

2. Which is the largest city of northeastern part of America?

3. What are New York, Boston and Baltimore famous for?

4. What are the major landmarks of Washington D.C.?

5. How can the Northeastern part of the country be characterized from the point of view of geography, population, finance and industry ?

6. Which part of the US is the major industrial area?

7. What are the features of the Central Basin region?

8. What is Springfield famous for?

9. Can you give a historical, cultural and agricultural characteristics of the Southeastern area?

10. How does hard climate features of the Great Plains area influence its farming development?

11. What are the climate and cultural features of the Mountains and Deserts region?

12. What makes the Coast Valleys region the richest farm area in the USA?

13. What bounds together the people of Alaska and Hawaii with the Mainland?

Stretching 4,500 kilometers from east to west and 2,500 kilometers from north to south, the main land mass of the United States offers almost every *variety of climate* and *physical feature*. Including the states of Alaska and Hawaii, the country covers an area of more than nine million square kilometers, Hawaii lying in the Pacific 3,200 kilometers from the mainland, and Alaska 3,170 kilometers (by the Alaskan Highway through Canada) to the northwest.

The US is too large and varied a country to sum up in a short explanation. To understand some of its differences, it can be divided into six regions. Each region is distinctive from the others economically, geographically, and, in some ways, culturally.

Look at the NORTHEAST section of the map where New York is the largest city. Manhattan Island, which is the center of New York City, was bought from the Indians for a mere \$24 worth of *trinkets*. Now it is the *financial center* of the United States. New York was the welcoming port for most of the *immigrants* who saw, as they sailed into its *harbor*, the immense *Statue of Liberty* holding high her torch of freedom. There are three other major *seaports* in the Northeast. All, like New York, are great *financial, commercial* and *industrial centers*.

Boston, to the north, is the port that sent forth *fishermen* and *whalers* and the Yankee Clipper ships that sailed the China seas. It was one of the first *settlements* and major cities and is the heart of the New England States. Philadelphia is where the Declaration of Independence and the Constitution were drawn up and signed and where Benjamin Franklin, statesman and scientist, lived. Baltimore is a commercial and industrial center and important *seaport*.

From Boston to Washington, D.C., it is 719 kilometers. Along this *narrow coastal strip* more than 20% of the population live in less than 2% of the country's land area. Washington, D.C., at the southern end of this string of cities, has little industry and no *skyscrapers*. *The Capitol, the White House, the Washington Monument* and *the Lincoln* and *Jefferson Memorials* are the major landmarks.

Look inland along the Hudson River from New York City to a lovely countryside of *rolling hills* and farms, curving around the tip of Lake Erie to Detroit, 1,000 kilometers northwest of New York. Detroit was the birthplace of mass *production of motorcars* and today it is the *headquarters of the country's car manufacturers*.

On to Chicago, second largest city in the US. Stretching for 47 kilometers around the south-west shore of Lake Michigan, it is a



34

railway center, Great Lakes shipping center and famous for its stockyards and grain elevators. Nearby there are great steel making cities. Chicago serves the Midwest but is included in the Northeast regional division because it is part of the network of northern industrial and shipping centers. The Northeast is the major industrial area of the US.

The gently sloping prairie land of the CENTRAL BASIN was once the frontier to those who crossed the Appalachian Mountains. In Illinois these pioneers reached the end of the great eastern forests. Before them was *a rich grass land*. The *fertile soil* and the long hot summers with enough rain were a farmer's dream. There the states of Ohio, Indiana, Illinois, Iowa and Nebraska are known as The Corn Belt. Farther north in Wisconsin and Minnesota it is cooler and moister. There *dairy farming* flourishes.

A Corn Belt farmer will tell you he can hear *the corn* grow. You may laugh but it is true. On a hot midsummer evening there is a certain rustling in the corn fields. It is the corn growing as much as five centimeters a night. No wonder two out of three farmers in the US grow corn. More than three-quarters of the corn produced is fed to *cattle, poultry and pigs*, which in turn are used as food.

On a typical farm in the Central Basin the farmer will own about 87 hectares and plant one main *crop*. He will also have a large *herd of livestock*. All *planting*, *cultivating*, *fertilizing*, *spraying* and *harvesting* he will do himself. His only 'hired hands' are his machines.

Springfield, in the center of the State of Illinois, is where Abraham Lincoln came as a young man to practice law, enter politics and finally be elected the 16th President.

Now look back across the Appalachian Mountains, south from Washington, D.C., into the SOUTHEAST. In the state of Virginia, Richmond was the capital of the Southern Confederacy during the Civil War, and Monticello, near Charlottsville, was the home of Thomas Jefferson, principal writer of the Declaration of Independence and third President of the US. From Virginia to Texas where *cotton* was once *king*. But the big *cotton plantations* depended on slaves for labor and the cotton plant *drained the soil* of nourishment. A onecrop agriculture plus the terrible destruction of the Civil War left the Southeast the poorest area in the nation. Now it is changing rapidly. Mighty rivers that used to flood huge areas are being *tamed* with *dikes* and *dams*. *Manufacturing*, new crops, more *mechanization*, *and reforestation* — all are transforming the Southeast.

Separate from the rest of the Southeast, Florida stretches out like a giant toe to test the Atlantic Ocean. Here *subtropical fruits* and *vegetables* grow all the year round and on its shores are the John F. Kennedy Space Center and Miami Beach, a popular holiday area.

To the west, on the wide *delta* of the 4,000-kilometer-long Mississippi River, is New Orleans, whose *wrought-iron balconies* remind one of the early French settlers. In the late 19th century *Jazz* was born among the Black musicians of the town, and to this day New Orleans is an important river and seaport.

The GREAT PLAINS is where the rain *gives out* about halfway across Texas and Oklahoma. From here an imaginary line runs north and south almost through the middle of the US. It is called the 50-centimeter rainfall line. Farmers call it the 'disaster line' because those who have tried to farm to the west, where *rainfall drops* below 50 centimeters a year, have suffered ruin in years of *drought*.

The Great Plains is a hard country. The heat of the summer is scorching, the winter is freezing. The wind blows fiercely, with few hills or forests to stop it, from Montana on the Canadian border to the Mexican border state of Texas. Water is precious. Its scarcity drove the settlers on across the plains as far as they could go. Only the Red Indians knew how to survive here. They captured the wild horses, descended from those that escaped from Spanish explorers in the sixteenth century, and *hunted* the buffalo that provided them with most of their food, clothing and tools.









3

Not until the eastern *prairies* were settled and the valleys of the Pacific coast fairly well filled, did the farmers come to the plains. Before them came the *cattlemen* who stocked the former *buffalo pastures* with cattle. *Cowboys* rounded up wild *longhorn cattle* and drove them north and east to market. In the second half of the 1800's, Indians, cattlemen, cow-boys and farmers were all fighting each other for land. Those were the days of the Old Wild West.

Eventually the farmer won out. But in the 1930's there was a drought. *Fierce winds* blew the *rich topsoil* across the continent. In Boston and Washington, D.C., 3.000 kilometers away, the air was filled with the dust of the plains. People had to abandon their farms. The Great Plains had become "The Dust Bowl."

Today both farmers and cattlemen are back. Farms are huge — 200 hectares or more, worked by one man. He may hire a crew with a giant *combine harvester* in the summer but that is all. He is a *scientific farmer* who plants a variety of crops that hold and *enrich the soil*. And the *rancher* runs cattle carefully to preserve the land.

It is a long drive between the few towns on the plains. Most are small. You can look down their wide main streets out to the *flat land* as far as the eye can see. Only Denver, at the western edge of the plains, is a large city. A manufacturing and *meat-packing* center, it sits 1,000 meters above sea level in the foot-hills of the Rocky Mountains.

Like the Great Plains, the MOUNTAINS AND DESERTS region did not attract settlers at first. It was a fearful area, to be crossed as quickly as possible to reach the Pacific coast. Then the *lure of gold, silver, copper* and *tin* in the mountains drew people back. Quick fortunes were made and the mines were exhausted. Few are working today. All that is left are ghost towns — clusters of weathered wooden buildings in the *gulches*.

The Rocky Mountains are the long *backbone of the continent* — over 4,200 meters high and 560 kilometers wide in Utah

and Colorado. Because of its unusual and varied natural beauty, much of this mountain and desert region has been preserved unspoiled in national parks — such as Yellowstone in Wyoming and Death Valley in California. There are few towns and they are far apart.

The desert land between the Rockies and the coastal Sierra Nevada Mountains at first seemed worthless. Temperatures reach 48 degrees Centigrade (120 degrees Fahrenheit) in the shade. It rains only twice a year, in mid-summer and in mid-winter. Then the rain falls in *torrents*, washing great *gullies* across the land. And the *desert* blooms briefly.

Finally, a few brave men tried to *irrigate* and *farm*. The most successful was Brigham Young and his group of *Mormons*. They settled in the desert by an enormous salty inland sea and in 1847 established Salt Lake City. From Salt Lake City to Los Angeles it is 1,206 kilometers mostly across desert and mountains.

In 1769 a Spanish *Jesuit*, Father Junipero Serra, established the first mission in Southern California. Eventually 21 missions *were strung out*, about a day's walk apart, all the way to San Francisco. There the Spanish influence stopped.

Los Angeles is the world's largest metropolitan area: 117,000 hectares. This vast collection of connecting communities could not exist without the giant *aqueducts* that bring water from 400 to 640 kilometers away. *Citrus fruit* grows in the San Fernando Valley and nearby *Hollywood* is where motion pictures and many television shows are made.

From Bakersfield, near Los Angeles, stretching northward, is the *fertile* region called the COAST VALLEYS. The Pacific Coast, from San Francisco to Seattle, was first reached by English, Russian and other explorers. Some established *fur trading posts*. In 1803 President Thomas Jefferson sent Meriwether *Lewis* and William *Clark* up the Missouri River and down the Columbia River to *explore* and *chart* this unknown region. By 1843 settlers followed them along the Oregon Trail. In the northern *coastal valleys* they found *rich soil, abundant water* and *mild climate*. These *snug valleys* were ideal for *orchards* and *dairies* and even *wheat*. In California the Great Central Valley had water, too, but in *raging rivers* that could not be controlled. Now a series of dams, *canals* and *irrigation pipes* makes this one of the richest farm areas in the US.

All three Pacific coast States — Washington, California and Oregon — face toward the Orient. Cargoes of fish, *timber* and fruit are shipped from the ports of San Francisco, Portland and Seattle to Asia. There is a large *Chinese community* in San Francisco. Since *gold rush* days it has been a *cosmopolitan city* where many people have preserved their languages and customs. Quaint cable cars clang up and down its steep hills and ships sail from the Pacific Ocean under the sweeping *span* of the Golden Gate Bridge in San Francisco Bay, one of the world's finest land-locked harbors.

Seattle is the gateway to Alaska, the fortyninth State. You must drive through Canada or take a boat or airplane to get to Alaska. It has a very *rugged terrain*, great ranges of mountains and few roads. Because it is so far north, its winters are long, its summers short. *Fishing, mining, lumber* and recent *oil strikes* make Alaska rich in natural resources.

The fiftieth State of Hawaii is a string of *sun-drenched islands* over 3,200 kilometers out in the Pacific Ocean from the coast of California. *Pineapple plantations* and Waikiki Beach are world famous. People living here speak of the rest of the US as the Mainland.

Alaska and Hawaii and all six regions of the U.S. are in sharp contrast to each other. The geography and climate and kinds of people who have settled them have shaped their destinies differently. But all are bound together by a way of life that is American.

III. Work in groups of 3. Read the text in more detail. Each group should choose two different of six described regions and be ready to exchange their knowledge with the whole class.

### VOCABULARY

*I.* Work in groups of 3 - 4. There are a lot of terms in the text 'The United States of America', the majority of them are written in italics. Group the terms associated with geography, farming, industry, culture and history. Some are done for you.

Geography	Farming & its Products	Industry & its Products	Culture & history
Plain (n), desert( n), gully(n), gulch(n),	subtropical fruits, longhorn cattle, scientific farmer, irrigate(v),	Forestation (n), lumber (n), strike oil / gold,	Mormons, Jesuits, Hollywood, Cosmopolitan city,
rich soil, irrigation pipes,	fertilize(v),		Chinese community, Civil War,



*II. Match these words from the text to the definitions. Use them in the situations from the text.* 

1. be king	a. a narrow deep valley formed in the past by flowing water, but usually dry now
2. drain(v)	b. to go away from a place, vehicle etc permanently, especially because the situation makes it impossible for you to stay
3. destruction(n)	c. to finally succeed or defeat other people or things
4. win out	d. the act or process of destroying something or of being destroyed
5. abandon(v)	e. to use too much of something, so that there is not enough left
6. gulch(n)	f. to be important
7. irrigate(v)	g. to find a supply of gold, oil etc in the ground or under the sea
8. strike gold /oil	h. to supply land or crops with water



## FOCUS ON GRAMMAR

**Past Narrative Tenses** 

## I. Look at the text 'The United States of America' again. Find passages written in the Past Simple. What is its function in this text?

The Past Simple	The Past Continuous	The Past Perfect	The Past Perfect Continuous
	Use these	e forms:	
<ol> <li>to express a single finished action in the past when the time is either stated or implied.</li> <li><i>I visited the US in 2002</i>.</li> <li>to describe a series of completed actions.</li> <li><i>Eventually they settled</i> <i>down, began to fertilize</i> <i>the soil and then grew</i> <i>crops of wheat</i>.</li> <li>for repeated actions over a period of time.</li> <li><i>I always told Night Stories</i> <i>to small children when I</i> <i>was a teenager.</i></li> </ol>	the past. It was raining heavily and the cars were driving hardly seen through the mist. 2. to describe an interrupted action in the past. She was writing her re- search article when the phone rang. 3. to describe two or more simultaneous past actions.	completed action which happened in the 'past before the past'. When we arrived at the party Ann had already left.	<ol> <li>to describe an action continuing over a period up to a specific time in the past.</li> <li>We had been living in the same house for fifteen years before we decided to move.</li> <li>to describe a repea- ted action leading up to a point in the past.</li> <li>He left his job because he had been feeling dissa- tisfied for a month.</li> </ol>



#### UNIT 3. COUNTRIES, CITIES AND NATIONALITIES

- II. Discuss when the other Past forms can be used. Check your answers in the table of the Past Narrative Tenses.
- III. Think over the situations in which you can use the past narrative forms. Use them in the sentences of your own.

There are some other ways of expressing the past.

**'Would'** expresses regularly repeated actions and routines in the past.

Their family would sit around the dinner table and would eat delicious food and would discuss daily routine.

**'Used to'** expresses past habits, regularly repeated actions in the past or past states.

She used to sing opera arias. Now she doesn't sing, she is retired.

IV. Work in pairs. Think over the situations from your life where you can use 'would' and 'used to'.

## SPEAKING

#### **Speech Presentation**

- I. Discuss with some other students any other country according to the following outline:
  - geographical position
  - climate
  - population
  - standard of living
  - economy: industry and agriculture
  - culture
- *II. Giving Presentations it is necessary to remember:* 
  - a) the **Three Ps**:

1. Plan what you are going to say: Choose 2 or 3 key points. Research the topic (in-house material, websites, reports, ideas from colleagues)

2. Prepare your talk:

Write the presentation out in full. Then extract the main points and put them in index cards: number them and write clearly. Think what visual aids you are going to use: OHP transparencies, computer graphics, handouts, flip charts.

3. **P**ractice giving your talk into a tape recorder or in front of a window or a mirror.

ape **3** or. I to

Find a friend to be your 'audience' and to ask you questions and to give you a feedback at the end.

Practice using the visual aids.

#### b) Delivery Strategies

Effective speakers know that how you say something is as important as what you say. Your body language says as much or more for you than your words. If you look and sound confident, you will make a better impression.

#### c) **Delivery Tips**

• Stand up straight with your shoulders back, but don't stand rigidly.

• Make eye contact. Don't stare at the floor, ceiling, or wall. Try to look at everyone in the audience: don't focus on one person or area.

• Speak loudly and strongly enough to be heard by everyone listening. Speak with confidence. You can vary the volume of your voice to add emphasis.

• Some gestures, such as indicating size or direction, can help your delivery. Avoid nervous gesture such as twisting a button or smoothing your hair.

• Pay attention to pacing. Don't speak too fast or too slowly.

• Rehearse your presentation so that you know how much time it will take.



III. Give a presentation about the United States from the point of view of your professional interests by doing an Internet search. Follow the strategies of preparing and delivering presentations.

## **RESEARCH ACTIVITY**

- I. Look through the text again. Do some research on the same aspects: geographical position, climate, population, economy and culture of Ukraine. Choose three of the items and make a comparison / contrasting of the achievements of two countries. As a researcher, suggest your solution of the problems in the sphere you are competent in.
- *II.* Do search on the three countries of the European Union from the point of view of your professional interests.



## WRITING

An Essay Writing Strategies

Strategies for Compare / Contrast Essay Writing: Outlining, Paragraphing, Topic Sentence, Supporting Ideas

*Comparing* means looking at similarities between two countries, two ideas, two things, etc while *contrasting* means looking at the differences. When comparing and contrasting the ideas, facts can be organized in two different ways, by using the vertical method (Outline 1) or the horizontal method (Outline 2).

If you are going to compare / contrast geography, climate and people of some regions of the US, e. g. you contrast the Northeast part to the Coast Valleys. You can write the following. Outline 1 *Introduction: Thesis.* The geography and climate as well as people and economy of the United States differ greatly from the Northeast part to the Coast Valleys. The variety of climate and physical feature is due to the stretch of the country from east to west for 4,500 kilometers, and 2,500 from north to south. Different location of the regions causes their economy development.

Paragraph II Geographical description of the Northeast part. (Topic sentence)

A History of the region

B Financial commercial and industrial centers

C Characteristics of sea ports Paragraph III Geographical description of the Coast Valleys. (Topic sentence)

A History of exploring the region

B Rich natural resources

C Agricultural area

*Conclusion* Summary and what the benefits of the geographical position of both regions to the development of the US economy are.

Outline 2 *Introduction: Thesis:* An absolutely different geographical position and physical features of the region of the Northeast part and the Coast Valleys causes the development of different branches of economy.

Paragraph II History of the Northeast part and the Coast Valleys

Paragraph III The grounds for the development of both industry in the Northeast part and the agriculture in the Coast Valleys

Paragraph IV The main benefits of both regions to the economy of the US.

Conclusion

I. Write a 250 words compare / contrast essay on the sphere of your interests on the basis of the text and the results of your research. Use the patterns from the previous exercise.



Function	Between sentences	Within sentences
To indicate differences or contrast between one thing and another	However, nevertheless, on the other hand, on the contrary, though, alternatively, instead of, after all, in any case, in contrast	Although, though, even though, while, yet, whereas
To indicate similarity between one thing and another that was already mentioned	Similarly, likewise, in the same manner, in the same way, along the same lines	Both, both and, asas, neither nor

*II.* When writing, remember that there are many transition words that connect the ideas between sentences and with the sentences.

## **RESEARCH ACTIVITY**

1. Compare life expectancy in the USA, the UK and in Ukraine.

You are given the information about the USA and the UK. Do a research about Ukraine and summarise your findings in detail.

Find out what the major causes of death are (for example, accidents, chronic diseases of the heart and the lungs, cancer, infectious diseases such as tuberculosis and AIDS) in your country.

Find out how the society helps the elderly to cope with their diseases or disability and who live the longest in your country.

Since 1900, the life expectancy of the average American has increased about 30 years. In 1900, Americans lived an average of 45 years. Now, at the beginning of the twenty-first century, Americans live an average of 72 to 75 years. (*Miller, J. L., Cohen, R. F. (1998).* North Star. Focus on Reading and Writing, Advanced. Longman, p.50)

Life expectancy in Britain continues to grow, increasing by about two years every decade. For babies born in 1996, a boy has a life expectancy of 75 years and a girl 80 years. Thus, by 2021 the aging population will comprise one in five and will be aged 65 or over.

While life is longer, it is not always healthier. "While life expectancy has continued to increase, healthy life expectancy has remained virtually unchanged at age 59 for men and 62 for women," said Carol Summerfield, editor of Social Trends. "This suggests the extra years of life may be years of disability or long-term sickness rather than years of healthy life." (Cooper, G. 1998, January 29). Britain is a better place to live – to the successful. The Independent, p. 3.)

*II.* Write a report on life expectancy in the USA, the UK and in Ukraine.

1. In the introduction, give the main idea that ties your research findings together. 2. In the body, summarize your findings in detail. Compare the data of life expectancy in Ukraine and the USA and Great Britain. How are elderly helped to cope with the aging process in general and with the traumas of long-term illness and terminal illness? What kinds of social programs cater to the elderly, etc?

3. In conclusion, give your own recommendations for health care for the elderly in your country.

#### Homework

• Be able to deliver a speech on countries, cities and national stereotypes

- Write a contrast / compare essay
- Write a report on life expectancy

## STATES AND POLITICS

## In this lesson

- Listen to the text about Internet Technologies. Focus on the ways of describing trends
- Read for the information in the majoring field on-line
- Revise the Infinitive & -ing forms
- Think over the strategies of classifying vocabulary. Choose political terms
- Speak about American , Ukrainian and the UK Elections
- Write a Summary on the book in English on your speciality

# X

## LISTENING

I. Listen to the conversation between two people. Define the subject matter of the conversation. Write down phrases that express increase and decrease.

The subject matter of the conversation	Increase and decrease phrases

II. Learn some more phrases to describe increase and decrease.

	dramatic	increase	in the use of the Internet.
	sharp	rise	
There has been a	gradual	decrease	
There was a		drop	in the number of students
		fall / descent	reading books.
	steady		
	slight		

The use of mobile phones The number of people having access to the Internet	has	increased. doubled / trebled.
The rate of inflation The value of hryvna/ dollar		fluctuated. remained constant.
		decreased. dropped.

*III. Learn the following chart to describe changes in price quantity, amount and quality. Mind the shift of the stress of the noun and the verb. Practice their pronunciation .* 

*E.g.* The population of the world is increasing. The prices of electronic goods have fallen. The government has increased income tax. We have reduced our prices by 10 per cent.

Noun	Verb	
An increase	To increase (i, t)	
A rise	To rise (i)	
A decrease	To decrease (i, t)	
A drop	To drop (i, t)	
A fall	To fall (i)	
A raise (US = increase	To raise (t)	
in salary)		
A decline	To decline (i)	
A reduction	To reduce (t)	

*IV. Make up sentences of your own using either verbs or nouns from the chart of the previous exercise.* 

V. Changes can be qualified with adjectives and adverbs. Complete the chart. Make up sentences of your own.

e.g. The fuel price has fallen slightly. It was a dramatic rise of fuel price in summer.

Definition	Adjective	Adverb
Used to show a small change	Slight	Slightly
Used to show a regular movement	Gradual Steady	
Used to show considerable, striking or unexpected change	Sharp Dramatic Sudden	—

## **Describing Trends**

#### VI. Pay attention to how trends can be described.

1. Many young people <b>use</b> mobile phones.	1. The Present Simple is used to describe a fact.
2. Many young people <b>are using</b> mobile phones.	2. The Present Continuous is used to describe a new or developing trend.
3. The cost of living is getting higher and higher / lower and lower.	3. The repetition of a comparative adjective or adverb is used to talk about an ongoing trends. ( <i>longer and longer; less and less; increasingly</i> )
<ul> <li>VII. Choose the alternative which is true for your country.</li> <li>1. Life expectancy increases / is increasing in developed countries.</li> <li>2. A large number of women work / are working in business.</li> <li>3. A great number of youth use / are using mobile phones.</li> <li>4. A lot of rich people move / are moving to live in the suburbs of a city.</li> <li>5. Many people eat / are eating fast food.</li> </ul>	<ul> <li>6. The prices of consumer durables are getting <i>higher and higher / lower and lower</i>.</li> <li>7. Young couples are tending to have <i>fewer and fewer / more and more</i> children.</li> <li>8. More and more / fewer and fewer people tend to eat unhealthy food.</li> <li>9. The knowledge of English is getting <i>better and better / worse and worse</i>.</li> <li>10. It is becoming <i>more and more difficult / easier and easier</i> to find a good job.</li> </ul>

#### INTERNET SEARCH

- I. Do you specialize in sciences or in the humanities?
- II. You can find articles in Sciences on-line: http://www.NewScientist.com
- III. Go to the Website of the journal Nature, British scientific research journal, <u>http://www.nature.com</u>, Stylistics <u>http://</u> <u>www.stylistics.com</u> Find the articles to your interests and inform the class about the results of your search.
- *IV.* Go to the Website <u>http://</u> <u>www.euronews.net</u> for the search of the innovations in the world of science.
- V. Find a partner of the same majoring subject and exchange the information with him / her. Share the sources of your search with your partner.



#### READING

*I.* Before reading the text, try to answer the following questions.

1. What kind of state is the United States of America?

- 2. What is the US government based on?
- 3. What is the hierarchy of power in the US?
- *II. Read the text and see if your statements are true.*

#### FEDERAL GOVERNMENT OF THE USA

The USA is a federative republic. In 1776, when the independence of the USA was declared, 13 'founding' states entered the federation; from 1959 the federation comprises 50 states.

Each state has its own government and its own capital city and within each state there are smaller subdivisions of local government such as counties, townships, cities and villages. The federal district of Columbia, coinciding with the capital of the country, Washington D. C., is an independent territorial unit.

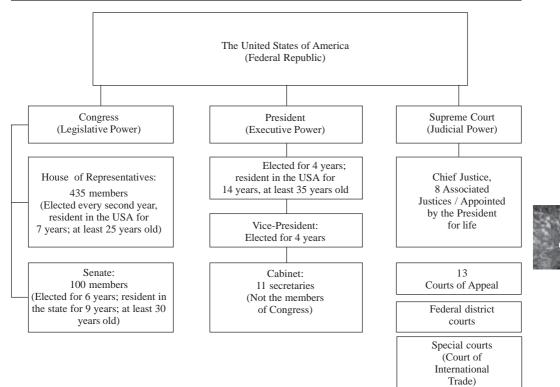
The federal government of the United States is divided into three main branches: the legislative, the executive and the judicial. This system provides a series of checks and balances because each branch is able to limit the power of the others. Before the changes can be made there must be agreement between all the branches.

All *legislative powers* are *vested* in Congress, which consists of two houses, the Senate and the House of Representatives. Both meet in the Capitol Building in Washington D.C.

The function of the *legislative branch* of the government is to make laws, establish federal courts and to finance the operation of the government through gathering taxes and *appropriating money* requested by the executive branch of the government and if necessary to *declare war*.

Although the Senate and the House of Representatives have similar powers, some jobs belong only to the Senate. These include approving *treaties* with other countries and confirming appointments made by the President. The process of *impeaching* (= removing from office) a federal official, including the President, because he or she committed a *serious crime* can only begin in the House of Representatives, which has the power to decide whether the official should be charged. The Senate has the power to try the official and to decide whether he or she should be impeached.

The *executive branch*, which includes the President, Vice-President, and the President's cabinet, is responsible for *administering and executing the laws*. The President has a powerful role: he or she can *approve* or *stop laws* proposed by Congress and can also suggest laws to Congress. In addition, the President appoints *senior officials*, such as *heads of government departments* and *fede*-



*ral judges*, though the appointments must be approved by the Senate.

The President is *head of the State* and the *executive departments*. He is also *Commander-in-Chief of the Army and Navy* of the USA. The President and Vice-President are elected for a term of four years. No person can *be elected to the office of President* more than twice. The president is elected indirectly in two stages: first electors are chosen in their respective states, and these elect the President and Vice-President, running together, on the first Monday after first Tuesday in November.

The Oath of the Presidents: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States".

There are 14 departments of government. The heads of these departments made up the Cabinet, a group which meets regularly to discuss current affairs and to advise the President. Each department has its own area of activity. *The Department of Defense*, for example, runs the military services. *The Department of Health and Human Services* is perhaps the most important department to ordinary Americans. It runs several programmes including Social Security, Medicare and Medicaid. *The State Department* advises the President on *foreign affairs* and *runs embassies abroad*.

In addition to the 14 cabinet-level departments, various *agencies* and *independent bodies* belong to the executive branch of government. These range from *the US Postal Service* to *the CIA*.

The *judicial branch* of the federal government consists of *the Supreme Court* of the United States and below it are 13 *courts* of appeal, below them are many *federal district* and *special courts* such as *the Court of International Trade*.

The Supreme Court has nine members, called *justices*, who are appointed by the Presi-

dent. The head of the court is *the Chief Justice*. The Supreme Court has the power to influence the law through a process called *judicial review*. If it is decided that a law is *unconstitutional* (= goes against the principles of the Constitution), it must not be applied.

The President appoints federal judges, and they then *keep their jobs for the rest of their lives*. This so that they can remain independent, and not be afraid of loosing their jobs if the government does not like their decisions.

- III. Work in pairs. Ask questions about the text 'Federal Government of the USA'.
  - 1. How many states entered the USA in 1776?
  - 2. How many states does the federation comprise nowadays?
  - 3. What is the political structure of each state?

- 4. What is the capital of the country?
- 5. What three main branches is the federal government of the US divided into?
- 6. Where are all legislative powers vested?
- 7. What is the function of the legislative branch of the government?
- 8. What is the executive branch and what is it responsible for?
- 9. What is the head of the State and the executive departments?
- 10. What term are the President and Vice-President elected for?
- 11. How many times can a person be elected to the office of President?
- 12. How is the President elected?
- 13. What is the Oath of the President?
- 14. What powers do the Senate and the House of Representatives have?
- 15. What is the third branch of the federal government and what does it consist of?
- 16. What is the judicial branch responsible for?

## VOCABULARY DEVELOPMENT

I. Find these words in the text. Match them to their definitions. Make up sentences of your own.

1. declare (v)	a. (of) law making
2. comprise (v)	b. form into smaller parts
3. coincide (v) with	c. (sum of) money (to be) paid by citizens according to income, value
	of purchases, etc to the government for public purposes
4. county (n)	d. put on one side for special purpose
5. township (n)	e. authorized by the political constitution, having power
6. divide (v) into	f. be composed of
7. legislative (adj)	g. make known clearly or formally
8. executive (adj)	h. furnish or give as a fixed right
9. vest (v) with	i. having authority to carry out decisions, laws, decrees, etc
10. tax (n)	j. correspond in area and outline
11. appropriate (v)	k. (AE) an administrative district of a country or state, or its people
12. administer (v)	l. hear and try cases in a law court
13. judge (v)	m. control, manage, look after business affairs, a household, etc
14. constitutionality (n)	n. (US, Canada) subdivision of a county having certain powers of
	government



- *II. Find the political terms in the text. Write them down in your terminological vocabulary.*
- III. Fill in gaps with the following verbs in a proper grammar form: declare, judge (2), request (2), appropriate, vest, comprise (2), coincide (2), divide.
- 1. I \_\_\_\_\_this meeting closed.

2. The committee \_\_\_\_\_men of widely different views.

3. They could not go to the theatre together because his free time never \_\_\_\_\_\_with her.

4. In the United States, Congress is \_\_\_\_\_\_ with the power to declare war.

5. The force \_\_\_\_\_two battalions and a battery.

6. His tastes and habits \_\_\_\_\_with those of his wife.

7. He often \_\_\_\_\_my ideas.

8. Visitors are \_\_\_\_\_not to touch the exhibits.

9. Who is going to \_\_\_\_\_\_the roses at the Flower Show?

10. I \_\_\_\_\_him to use his influence on my behalf.

11. I \_\_\_\_\_him to be about 50.

12. The house was \_\_\_\_\_into flats.



I. Work in 4 groups of 3. Look at the graphs of the 2005 elections in the UK, using the phrases of increase and decrease and qualify the change where possible with adjectives or adverbs.

a. The first group is to analyse the graph about the share of electorate who backed the winning party for the period from 1951 to 2005.

b. The second group is to analyse the graph, characterizing the turnout of people in the election in different parts of the UK.

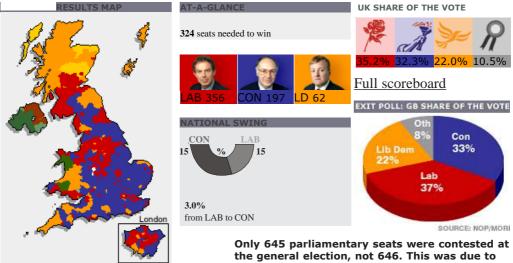


c. The third group is to analyse the graph, characterizing the number of parties' seats in the Parliament.

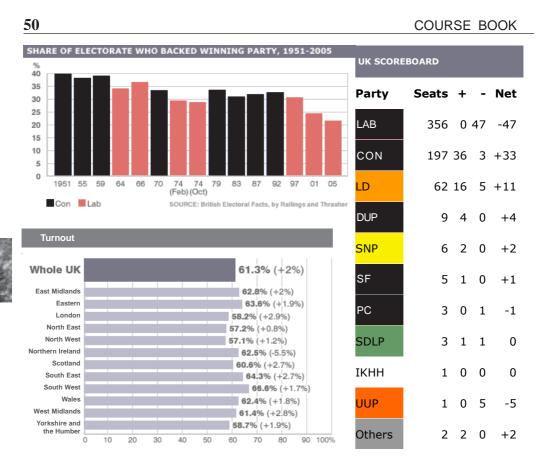
*d.* The fourth group is to analyse the exit poll results of the UK elections.

*II. Each group nominates the presenter of the discussion to the whole class.* 

### **BLAIR WINS HISTORIC THIRD TERM - MAJORITY OF 67**



the general election, not 646. This was due to the death of the Liberal Democrat candidate in Staffordshire South. A by-election will follow.



## FOCUS ON GRAMMAR

Infinitive or Verb + - ing forms (Gerund, Participle)

#### Infinitives are used:

1. after certain verbs :

agree, aim, ask, appear, arrange, attempt, can't afford, can't wait, choose, claim, decline, demand, desire, expect, fail, guarantee, happen, help(with 'to' or without), hesitate, hope, hurry, manage, offer, plan, prepare, pretend, promise, prove, refuse, seem, tend, threaten, turn out, undertake, want, wish

e.g. I can't wait to see the digital camera you bought. He appeared to be a very talented artist.

2. after certain adjectives: It is *difficult / possible / easy / hard* + to do smth

e.g. He finds it hard to express himself in groups.

3. after *make* and *let* (without 'to')

e.g. The teacher made the students rewrite their summaries.

I was made to restructure my CV.

4. after certain verbs followed by an object:

allow, encourage, force, order, persuade, remind, teach, tell, warn

e.g. The teacher encourages the PhD students to use new grammar forms in practice.

#### UNIT 4. STATES AND POLITICS

1. Think over the situations in which you can use the Infinitive. Make up sentences of your own according to the rule patterns.

V +-ing form (Gerund) is used:

1. after the following verbs:

admit, avoid, can't face, can't help, can't resist, can't stand, carry on, consider, delay, deny, detest, dislike, enjoy, excuse, fancy, finish, give up, imagine, involve, justify, keep (on), mention, mind, postpone, practice, put off, resent, risk, save, suggest, tolerate

e.g. *Keep on working* hard and you'll achieve success. Joan suggested asking her mother for her opinion. 2. after prepositions:

after, before, without, by, about, at, to, of

e.g. I'm good at learning languages.

3. as the subject or object of a sentence:

e.g. Smoking is bad for your health.

4. after certain idiomatic expressions:

e.g. This is an excellent book. It's worth buying.

5. after certain verbs which are followed by prepositions:

e.g. I'm looking forward to seeing you soon. He can't get used to eating fast food.

II. Make up sentences of your own with the Gerund according to the rule patterns.

V + -ing form (Participle) is used: 1. as an attribute: e.g. It was pleasant to look at the rising sun. He came up to the policeman standing at the corner. 2. as an adverbial modifier of: a. time e.g. Coming up to the door I found it locked. b. cause e.g. Being a foreigner she could not understand him. c. manner e.g. He waited growing more and more patient. d. comparison e.g. He looked at me as though (as if) not believing his eyes. 3. as predicative: e.g. His behaviour has been annoying. 4. as a part of a complex object: e.g. A new law has stopped traffic going into the city centre.

III. Make up sentences of your own with the Participle according to the rule patterns.



#### SUMMARY WRITING

#### What is a summary?

A summary is restating someone else's words in your words. There are many different kinds of summaries, and they vary according to the degree to which you interpret or analyze the source. Some are pages long, others just one or two sentences. However, for all types of summary, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer.

#### What are the purposes of the summary?

Before you write the summary, you should consider your audience (professor, boss, client) and why they shouldn't read the original? Summaries benefit the reader because they offer a concise, general version of the original information. For a busy reader, summaries provide quick overviews of material. Summaries also show readers that you have understood the general point of a text, and in this way, teachers can test your knowledge. The process of summarizing someone else's material enables you to better understand that material. Finally, summaries allow you to introduce knowledge within a research context: you can summarize someone's argument in order to analyze or critique it.

#### What and when to summarize

Many PhD students tend to quote when they should summarize material. Quote only when the author expresses a point in a particularly telling or interesting language. Otherwise, simply summarize. Use a summary to restate an entire argument. Use a summary to present information. Summary is more economical than quotation because a summary allows the writer more control over the argument.

#### How to Summarize

1. First, read the text fairly quickly to get the sense of the general meaning. Then read it very carefully, following the writer's argument and noticing what is fact and what is opinion, what is general statement and what is particular example. It is helpful to summarise each paragraph in a few words at this stage.

2. Use a pencil to highlight or underline what you identify to be the main points of the original text. Some parts of the text may be irrelevant.

3. Make notes in the margins or on another sheet of paper. Don't quote, you may have difficulty in fitting all the necessary information into the word limit.

4. Make a list of points, put them in order, some of them can go together. Decide the best order to put the points. It may be different from the order in which they appeared in the original text. Number the point in this order.

5. Leave out unnecessary details: examples, figures of speech, and quotations.

#### Write a First Draft

6. Edit your first draft: check the spelling and grammar. Consider if the length of your

summary is due to the demands. If you have fewer than the limit you have to check the original text again. If you have more than the limit, look for the ways of combining points in one sentence, or of 'loosing' words here and there.

### Write the Final Draft

- *I.* Read a chapter of the book in English you are reading on your speciality.
- *II. Write a summary of this chapter according to the summary writing strategies*.

#### Homework

• Do Internet search of the sources of the majoring field

• Speak about the American Federal Government

• Read the supplementary material about the Ukrainian, American and the UK elections. Be ready to discuss them as a whole class

•Register political terms in your vocabulary notebook

• Write a summary on a chapter of the book in English on your speciality.



## In this lesson

- Learn how to be polite when asking and answering questions
- Read for the information
- Revise Reported Speech
- Keep records of the newspaper vocabulary
- Speak about the current news
- Learn how to write a Research Paper. Step 1



## LISTENING

*I. Listen to five conversations. Complete the chart.* 

Topic / Request	Agrees (\/ ) or refuses( X)	Replies
1.		
2.		
3.		
4.		
5.		

II. Listen again. Complete the chart.

## **ENGLISH IN USE**

### **Making Requests**

I. In pairs, take turns to make a request or ask for permission, and agree or refuse.

You want to ...

- borrow a friend's dictionary.
- go out during the exam.
- smoke in a room.

• ask a stranger for the time.

• ask a passer-by for direction to the railway station.

II. What expressions do you use? Which are more polite?

## Less direct questions

We can soften what we ask by making our questions less direct.

How old are you?  $\rightarrow$  Would you mind telling me how old you are?

*Could you tell me* what time the exam starts?

*Do you know* who the head of the examination board is?

*Have you any idea* how much a taxi would cost?

If the question is too personal you can simply refuse to answer.

*A. Would you mind telling me* how much you earn?

*B.* That's rather personal question. *If you don't mind I'd rather not say.* 

A good technique is to avoid answering, or say you don't know.

- I've never really thought about it.
- I haven't the faintest idea.

• I'd prefer not to answer that, if you don't mind.

I. Match the parts of sentences in A with B.

*A. I wonder if you could tell me*\_\_\_\_\_. *I'd like you to tell me*\_\_\_\_\_.

I'd like to know

Do you think you could tell me\_\_\_\_\_

*B.* \_\_\_\_\_ what party you voted at the last elections.

how much do you weigh ? do you believe in life after death?

\_\_\_\_\_ what you'd change about your appearance?

*II. Practice asking questions politely. Choose a proper reply to each question using a technique of avoiding or refusing to answer.* 

## READING



## NEWSPAPERS IN BRITAIN AND THE USA

I. Before reading the text answer the following questions.

1. How often do you read the newspapers in English?

2. What newspapers do you read?

3. Do you buy them or subscribe to them? 4. What British and American newspapers are available in Ukraine?

- *II. Read the texts fairly quickly and answer the following questions.* 
  - 1. What types of newspapers are typical to Britain and the USA ?

2. What kinds of national newspaper does Britain have?

3. What is the difference between the quality papers and the tabloids ?

4. What do the main British quality dailies reflect?

5. What news does local papers contain?6. What are the features of a daily newspaper in the USA?

British families buy a *national* or *local newspaper* every day. National *dailies* are published each morning except Sunday. Competition between them is fierce. Local daily papers, which are written for people in particular city or region, are sometimes published in the morning but often in the early evening.

The US has only one national newspaper, *The USA Today. The rest* are local. A few newspapers from large cities, such as *The New York Times* and *The Washington Post*, are read all over the country. *The International Herald-Tribune* is published outside the US and is read by Americans abroad. Many Americans *subscribe* to a newspaper which is delivered to their house. This costs less than buying it in a shop. Papers can also be bought in bookshops and supermarkets.

Many newspapers are now available on the Internet. This is useful for checking the *headlines*, but most people prefer to read the printed version.

#### **British Newspapers**

Britain has two kinds of national newspaper: the *quality papers* and the *tabloids*. The qualities, often called *broadsheets* because they are printed on large pages, report national and international news and are serious in tone. They have *editorials* which comment on important issues and reflect the political views of the paper's *editor*. They also contain financial and sports news, *features* ( articles), *obituaries* ( life histories of famous people who have just died), *listings* of television and *radio programmes, theatre and cinema shows*, a crossword, comic strips, *advertisements* and *the weather forecast*.

The main quality dailies are *The Times* and *The Daily Telegraph*, which support the political right, *The Guardian*, which in on the political left, *The Independent*, *and the Financial Times*. People choose a paper that reflects their own political opinions.

Sunday papers include *the Sunday Times*, *The Observer and The Independent on Sunday*. They have more pages than the dailies, *supplements*, (extra sections) on, for example, motoring and the arts, and a colour magazine. The tabloids have a smaller page size and report news in less depth. They concentrate on *human-interest stories* (stories



about people), and often discuss the personal lives of famous people. Some have page-three girls, photographs of half-naked young women. Many people disapprove of the tabloids; and they are sometimes called *the gutter press*. The most popular are *The Sun, The Mirror, the Express* and the *Daily Mail. The News of the World*, a Sunday tabloid sells more copies than any other newspaper in Britain.

There are about 15 000 local papers, many of which are *weeklies* (published once a week). They contain news of local events and sport, carry advertisements for local businesses, and details of houses, cars and other items for sale. Some are paid for by the advertisements they contain and are delivered free to people's homes. A few people do not like them and put up a notice on their door saying 'No free papers, thank you'.

#### Newspapers in the US

A daily newspaper from a medium-sized US city has between 50 and 75 pages, divided into different sections. The most important stories, whether international, national or local, are printed on the front page, which usually has the beginnings of four or five articles, and colour photographs. The articles continue inside. The rest of the first section contains news stories, an opinion page with editorials, and letters to the *editor*, written by people who read the paper. Another section contains local news. The sport section is near the end of the paper, with the features section. This contains comics and also advice columns, such as Dear Abby. There are advertisements throughout the paper.

Tabloids contain articles about famous people but do not report the news. They are displayed in supermarkets, and many people read them while they are waiting to pay but do not buy them.

On Sundays newspapers are thicker. There are usually fewer news stories but more articles analysing the news of the past week and many more features, including a colour section of comics.

America has many papers in languages other than English for people from various ethnic backgrounds.

III. Work in groups of 3 - 4. Read the text in more detail. Discuss the following questions.

1. What British newspapers would you read and why?

2. What American newspapers would you read and why?

3. What types of news would you give preference to?

4. Where can you get British or American newspapers?



## STRATEGIES ON READING NEWSPAPERS

Headline English and Newspaper Vocabulary

While reading the newspapers it is necessary to **remember** that

• the headline serves to catch the reader's eye by using as few words as possible: IN FULL: BUSH'S VICTORY SPEECH; GERMAN CARDINAL IS CHOSEN AS POPE

• articles or auxiliary verbs are often left out, and a simple form of the verb is used: ELECTION REVEALS DIVIDED NATION; IN QUOTES: WORLD REACTS TO US POLL

• The infinitive is used to express the fact that something is going to happen in the future BUSH TO CREATE NEW UNIT IN F.B.I. FOR INTELLIGENCE

• The vocabulary of the headlines and articles differs from that of the ordinary English words. The newspaper words are shorter and generally sound dramatic. I. Choose a newspaper to your interests and analyse the headlines.

II. While reading headlines, predict what the article could be about.

Here are the verbs which are used in newspapers. Many of them can be used both as a verb and a noun.

newspaper word	meaning	newspaper word	meaning
aid (n,v)	help	key	essential, vital
axe (n,v)	cut, remove	link(n,v)	connection
back	support	move (n,v)	step towards a desired end
bar (n,v)	exclude, forbid	ordeal	painful experience
bid (n,v)	attempt	oust	push out
blast (n,v)	explosion	plea	request
blaze (n,v)	fire	pledge (n,v)	promise
boost (n,v)	incentive, encourage	ploy	clever activity
boss (n,v)	manager, director	poll	election / public opinion
head(n,v)		probe	survey investigation
clash (n,v)	dispute	quit	leave, resign
curb (n,v)	restraint, limit	riddle	mystery
cut (n,v)	reduction	strife	conflict
drama	tense situation	talks	discussions
drive(n,v)	campaign, effort	threat	danger
gems	jewels	vow (n,v)	promise
go-ahead	approval	wed	marry
hit	affect badly		

5

Newspapers often use abbreviations, e.g. PM for Prime Minister, MP for Member of Parliament, BBC for British Broadcasting Corporation, IRA for Irish Republican Army, FBI for Federal Bureau of Investigation, AIDS for Acquired Immune Deficiency Syndrome, C.I.A. for Central Intelligence Agency, NB for please note [Latin: nota bene].

III. Read the newspaper article you've chosen. Pay attention to the newspaper words and their meaning. Look up the meaning of abbreviations in a good English dictionary.

## STRATEGIES ON PRESENTING THE NEWS

- *I.* When presenting the news, it is good to introduce the type of the source of the news and to use various verbs.
- II. Compose sentences of your own on the basis of current information, begin with

one of the expressions given below:

I'm going to consider / cover / look at / treat / render / present / comment on / touch upon / deal with / inform...of the news...I've read / heard / watched....

*The greatest talking point of today seems to be...* 

#### **Outline of the News Presentation**

While presenting the news, follow the suggested outline:

1. The source of the news:

The article under review was published / printed / put out in 'The New York Times' of June 7, 2005.

The matter under discussion appeared in 'The Guardian' dated from June 8, 2005. It is written by editor / own correspondent / non-staff correspondent / reporter .... The author of the matter is ....

#### UNIT 5. READING BRITISH AND AMERICAN NEWSPAPERS

The newspaper	publishes	article	on	home	affairs
paper	prints	information		national	news
periodical	carries	item / news		domestic	events
magazine	provides	note		internal	developments
journal	contains	notice		local	problem
Today's issue	pictures	interview		foreign	issue
A weekly	features	commentary		international	question
A monthly	describes	news story		external	
A radio / TV	depicts	message		latest	
programme	covers	communique		current	
	announces	editorial		urgent	
	releases	leader		burning	
	informs	report			
		appeal			
		announcement			
		statement			
		declaration			
		round-up			
		advertisement			
		news survey			
		correspondence			
		essay			
		paragraph			
	gives	full attention	to		
	-	full coverage			
		a lot of space			
	devotes	much attention			
		detailed account	of		
	looks		at		

2. The headline:

The headline of the article is ....

The article is under big / splash / drop headline..... It is headlined .....

3. The main idea, key note:

The main idea /key note / purpose of the article is ... .

The article is devoted to / deals with / touches upon  $\dots$  .

The article provides the readers with information on ... .

The article gives some information on ... .

4. The contents:

a) at the beginning the author states / describes / depicts / dwells on / touches upon / explains / calls attention to /debates / interprets / introduces / mentions / recalls / analyses / characterises / comments on / enumerates / points out / emphasizes /stresses / acc u s e s / blames / condemns / mocks / ridicules / praises / gives a summary of /gives his account of / generalises about / criticises / makes a few critical remarks on / cites / evaluates / keeps us well informed of / informs the readers of ....

b)

c) The conclusion:

At the end the author draws the conclusion from ... .

The author comes to the conclusion that ....

The article ends with ... .

57

5. The opinion:

I found the article important /significant /of great value /of no value / hard to understand / interesting / worth discussing /... .

From my point of view .... / In my opinion .... / To my mind ....

My point is that ....

As far as I am concerned, ....

I think the author is quite right/wrong that ... . I am of the same opinion about/on ... . I share his / her opinion / stand / position on ... . What impressed me most is... .

It should be taken into consideration that ... . I think / suppose / agree / stick to /support ... . I disagree /disapprove / protest against /object

to / that / condemn ....

On the one hand, .... On the other hand, .... It arouses comment on /about / controversy over / about / interest of / expectations of / approval to / shame about ....

It expresses alarm at / about / concern for / about / over / with / disappointment at / with / over /doubt about ....

I would like to make some remarks on .... I have a short / small / general comment on .... Let me call your attention to .... I think / feel / believe / consider / maintain that ... .

I see what the author means but  $\dots$ .

That maybe true but ... .

I don't believe that ....

I don't quite agree with the author ... .

III. Go to the websites of the Brutish and American papers. Using the search facilities of these websites, find articles on any subject that is of particular interest to you.

The Times www.thetimes.co.uk The Guardian www.guardianunlimited.co.uk The New York Times www.Nytimes.com The Washington Post www.washingpost.com

IV. Make up a review of the articles you've chosen according to the outline of the news presentation You can also read the article from the Supplementary Reading to Unit 5.

V. Prepare the current local and international news. Deliver it in front of the class.



## FOCUS ON GRAMMAR

**Reported Speech** 

#### **Reported Statements**

We often report in our own words what people think or what they have said, especially in speech. When we report statements, we often use a *that*-clause in *the reported clause*.

- Here are the more common reporting verbs: **agree, mention, notice, promise, say, think, complain, confide, deny, grumble, speculate, warn, answer, argue, reply.**
- e.g. They agreed (that) it would be more reasonable to put off the meeting.

• Some verbs followed by *that*-clause have an alternative with *an object* + *to infinitive* (*often to be*), which is more formal: acknowledge, assume, believe, consider, declare, expect, find, feel, presume, report, think, understand.

e.g. They declared that the vote was invalid. or They declare the vote to be invalid.

- The following verbs must have an object before the *that*-clause: assure, convince, inform, notify, persuade, reassure, remind, tell.
- e.g. I notified the bank that I had changed the address.
  - The following verbs: **advise, promise, show, teach, warn** may sometimes have an object before a *that*-clause.

e.g. *The referendum in France* has shown (us) that the majority is against the European Constitution. • After the following verbs a prepositional object is used.

Verbs with *to* + *prepositional object*: admit, announce, complain, confess, explain, indicate, mention, point out, recommend, report, say, suggest

Verbs with *with* + *prepositional object:* agree, argue, check, confirm, disagree, plead Verbs with *of* + *prepositional object:* ask, beg, demand, require

e.g. He complained to the police that his neighbours were noisy. The teacher explained to us that the exam would be different this year.



- I. Practices making up sentences of reported statements on the basis of the newspaper article you have read.
- II. While presenting the news, mind the use of tenses. Learn the table below.

#### Verb Tense in the Reporting Clauses

- When we report something that was said or thought in the past, the verb in the *reporting* clause is often in a *past tense*.
- e.g. I admitted I wasn't listening / hadn't been listening.
- 'I've never worked so hard before.' The researcher remarked that he had never worked so hard before.
  However, when we report current news, opinions we can use a present tense for the verb in the reporting clause. In some cases, either a present tense or past tense is possible.
- e.g. The author says that rights of children must be preserved by the government of the country. (or ...said...)
  - We can also keep the verb in the Present tense when we report things which are 'timeless', e.g. scientific theories:
- e.g. Already in ancient times, some philosophers believed that matter consists of atoms.

## WRITING A RESEARCH PAPER



To write a research paper on political science or biology or economy is rather a crucial task. Before you can start writing, you have to explore the subject to find a topic, locate relevant information, analyze the issues and organize your arguments.

There's a ton of information available in libraries and online, as you already could see. A research paper involves an extensive process before you can generate the product. There are three points about writing that should be remembered.

First, no one is a born writer.

*Second*, basic grammar rules must be mastered if you expect to proceed with any degree of success.

Third, writing should be planned.

Step-by-Step approach to writing the research paper should be followed.

#### **Step 1 Strategies**

#### Gathering Material through Information Search and Critical Reading

• Be sure you understand the assignment and the subject can be handled within the time available. • Look up your subject in different reference sources.

• Prepare bibliographical cards.

• Make a list of all references which may be useful.

• Examine each book. If you can use material from it, make a bibliographical card: include author's name, title, the publisher's name and address, and date of publication. Also write on the card a brief note identifying the kind of information it offers for your purpose. Keep these cards together in alphabetic order by authors. You also can register the reference in your PC processor.

• At this stage it is good to brainstorm alone and with others, relax, then search, read and relax.

• Think about possible topic.

#### Homework

• Read the article from the newspaper in English

• Be ready to present the news in class

• Choose the topic for your research paper

5

## PRESS AND BROADCASTING IN THE UK AND IN THE USA

## In this lesson

- Listen to the news for note taking
- Read for the information
- Revise Reported Speech/ Reported questions
- Keep records of the journalism terms
- Deliver current news presentation
- Learn how to write a Research Paper. Step 2



## LISTENING ACTIVITY

There are some strategies of taking notes:

- *be selective* decide what is important according to the speaker and according to your knowledge of the subject;
- *be brief* use abbreviations and symbols [ NB cf e.g. etc ? = ! ? < >]; write key words;
- *be clear* show how the speaker's ideas and arguments are related to each other; draw graphs, bubbles , showing the relationship between the central and subsidiary topics.
- *I. Listen to a mini lecture and use these strategies for note taking.*
- II. Listen to the BBC World News. Make notes on the news you are interested in. Try to be as selective, brief and clear as possible.

## READING



*I.* Before reading the text, answer the following questions.

1. What is the role of press and broadcasting in your life?

2. What newspapers do you read? Do you subscribe to them or buy them?

3. How often do you read newspapers and listen to the news?

4. Do you rely on what is written in newspapers?

II. Read the text and ask 7 - 10 questions about the information you've got. Put them down in your notebook.

#### PRESS

In Britain, the newspaper industry, often called *Fleet Street*, has a major influence on public opinion and is a strong force in political life. The *freedom of the press* to publish whate-ver it wants, without the government interfering, is considered important. The tabloids often rely on *cheque-book journalism* (paying people large amounts of money for their story) in order to be the first to publish a human-interest story. Many people do not like this approach. Recently, there has been concern about people's rights to privacy and now a voluntary *press code* gives guidelines on, amongst other things, photographing famous people.

More national and regional daily newspapers are sold for every person in Britain than in most other developed countries. National newspapers have a *total circulation* of 14.2 million on weekdays and 16.2 million on Sundays. There are about 130 daily and Sunday newspapers, over 2,000 weekly newspapers and some 7,000 *periodical publications*. There are also more than 750 *free distribution newspapers*, mostly weekly and financed by advertising, and some 60 newspapers and magazines produced by members of the ethnic minorities.

The press is free to comment on matters of public interest, subject to law (including that of libel). There is no *state control or censorship of the press*, which *caters for* a variety of political views, interests and levels of education. Newspapers are almost always financially independent of any political party. Newspapers' political leanings are usually obvious – these are normally the result of proprietorial and other non-party interests. None of the main political parties own or publish daily newspapers.

A non-statutory Press Complaints Commission dealing with complaints by members of the public was set up by the newspaper and periodicals industry in 1991, following recommendations of a government-appointed committee for more effective *press self-regulation* and *prevention of intrusion into privacy*.

All the national newspapers use computer technology, and its use in the *provincial press*, which has generally led the way in adopting new techniques, is widespread.

In the US *journalists* try to be objective and report facts, but financial pressures can work against this. Most of a paper's profits come from *advertising*, and if a company is offended by something the paper writes, it may decide not to advertise there again.

Newspapers get material from several sources. *Staff reporters* write about national or local news. Major newspapers also have their own *foreign correspondents* throughout the world. Others get foreign news from *press agencies* or *wire services*, such as Associated Press or Reuters. Some papers have their own *features writers*. In the US features are usually *syndicated*, which means that one newspaper in each area can buy the right to print them. The editor decides what stories to include each day but the *publisher* or *owner* has control over general policy. Newspaper owners are very powerful and are sometimes called *press barons*. The most famous in recent years have been Robert Maxwell and Rupert Murdoch.

#### BROADCASTING

*British broadcasting* has traditionally been based on the principle that it is a public service accountable to the people through Parliament. Following 1990 legislation, it is also embracing the principles of competition and choice. Three public bodies are responsible for television and radio services throughout Britain: the British Broadcasting Corporation (BBC) broadcasts television and radio services; the Independent Television Commission (ITC) licenses and regulates non-BBC television services, including cable and satellite services; and the Radio Authority licenses and regulates all non-BBC radio services.

Television viewing is Britain's most popular leisure pastime: 95 per cent of households have a colour television set and 68 per cent a video recorder.

The Government is not responsible for programme content, nor for broadcasters' day-today conduct of business. The independence of the broadcasters requires them to maintain certain standards: programmes must display a proper balance and wide range of subject matter, and impartiality in matters of controversy. They must not offend against good taste.

#### BBC

The BBC operates two complementary national *television channels* and five national *radio services*. It also has 39 local *radio stations*, and regional radio services in Scotland, Wales and Northern Ireland. BBC World Service Radio *transmits broadcasts* in English and 37 other languages worldwide. Regular listeners are estimated to number 120 million. BBC World Service Television, set up in 1992, provides three services: a subscription channel in Europe; a 24-hour news and information channel available throughout Asia; and a news and information channel in Africa. Both BBC *overseas services* have complete editorial independence.

The BBC's *domestic services* are financed almost exclusively by the sale of *annual television licences*; World Service radio is financed from a government grant, while World Service Television is self-funding.

#### **Independent Television**



The ITC regulates two television services: Channel 3 (from January 1993) and a complementary channel, Channel 4; both are financed by advertising revenue. Channel 3 programmes are produced and broadcast by 15 regionally based licensees and an additional licensee providing a national breakfast-time programme. Licences for Channel 3 are awarded for a ten-year period by competitive tender to the *highest bidder* who has passed a quality threshold. A new national independent television channel – Channel 5 – also financed by advertising, is planned.

#### **Independent Radio**

The Radio Authority regulates all commercially financed local radio stations. The first national commercial radio station, classic FM, broadcasting mainly popular classical music, started in September 1992; a second, which plays rock music, is on air from 1993. A third, speech-based, service started its work in 1995. Some 140 local independent radio services are also available to local communities throughout Britain.

There are opportunities to launch hundreds of independent local radio and television channels.

#### **Satellite Television**

British-based *satellite television channels* provide programmes to cable operators throughout Britain and, in many cases, throughout Europe. British Sky Broadcasting (BSkyB) broadcasts on five channels. *Cable services* have expanded in recent years.

Britain has implemented two European agreements on cross-border broadcasting. Under these, countries must remove restrictions on the *retransmission* of programmes originating from other participating countries and must observe certain minimum programme standards on advertising, sponsorship, taste and decency on television.

There are three broadcasting companies in the USA.

**National Broadcasting Company** (NBC) is the first of the original three US national broadcasting companies. It was established in 1926 by Radio Corporation of America (RCA) as two groups of radio stations. The company is now owned by General Electric. Its main offices are at Rockefeller Center in New York.

**Columbia Broadcasting System (CBS)** is also the US national broadcasting company. It began as a national radio company in 1927 and added television in the 1950s. The company also has branches in the recording and entertainment business.

American Broadcasting Company (ABC) is one of the three major television networks in America. It began in 1943 as the 'Blue Network' of six radio stations. Popular television shows on ABC have included NYPD Blue and Roseanne. NYPD Blue is a television series about police detectives in the imaginary 15th Precinct of New York City. It began in 1993 and won Emmy awards in the first four years, including Best Drama in 1994. Roseanne is the main character in the popular television comedy series played by Roseanne Barr, a US comedy actress with a large figure and a loud voice. The series is about a family which is loving but always arguing. ABC is owned by the Walt Disney Company.

*III. Transfer the questions you've put down about the text into reported questions.* 

## VOCABULARY

- I. In the text about press and broadcasting find the press, radio and television terms. Almost all of them are written in italics. Put them down in your vocabulary notebook.
- II. Use the terms in sentences of your own.



FOCUS ON GRAMMAR

**Reported Questions** 

We can report questions with verbs like **ask, wonder, want to know**.

a) Someone was wondering if / whether we have got a city plan.

The visitors wanted to know if / whether they can take photos in the picture gallery.

The students asked the teacher if / whether she had been to the USA before.

b) I just *asked* what the time is.

Fans asked the actress when she started acting.

*I.* Write the following questions in reported speech, relating to them from the point of view of the past.

Interviewer: ▶ ' Is television of any importance to you?'	<ul> <li>Interviewee:</li> <li>▶ The interviewer asked me <i>if television was of any importance to me.</i></li> </ul>
<ol> <li>'Do you have favourite TV programmes?</li> <li>'What programme did you watch last week?'</li> <li>'Do you have a cable TV?'</li> <li>'How many programmes did you have</li> </ol>	She also asked me She wanted to know She wondered She wanted to know
<ul><li>five years ago?</li><li>5. 'Why do you like to watch 'How to Win a Million?'</li><li>6. 'How many hours a week did you watch TV before you entered the</li></ul>	She wanted to know if I remembered She also wanted to understand She asked me
post-graduate courses?'	



II. Learn the following chart on the use of reporting offers, suggestions, orders and intentions.

#### Reporting Offers, Suggestions, Orders, Intentions

When we report offers, orders, intentions, promises, requests we can use a *to- infinitive* clause after the *reporting clause*.

• Some verbs are followed by *an object* + *to-infinitive*: advise, ask, call on, command, compel, encourage, instruct, invite, order, persuade, recommend, remind, request, tell, urge, warn.

- e.g. They expected us to fulfill the task in time.
  - Some verbs are followed only by a *to-infinitive* clause: **agree**, **demand**, **guarantee**, **hope**, **offer**, **promise**, **swear**, **threaten**, **volunteer**, **vow**.
- e.g. She offered to take me to the city. They threatened to let the cat out of the bag. He proposed to marry her:
  After the verbs agree, claim, demand, expect, guarantee, hope, promise we can use a *that-clause* and a *to-infinitive* clause.

e.g. He claimed to be innocent. He claimed that he was innocent.

• When we report what someone has suggested doing, either what they should do themselves, or what someone else should do, we use a reporting clause with **advise**, **promise**, **recommend**, **suggest** followed by *–ing* clause.

- e.g. The lecturer recommended reading a number of books before the exam.
- III. Make up sentences of your own expressing reported offers, orders, intentions, promises, and requests.



### **SPEAKING**

- I. Either listen to the news or read a newspaper article on the topic you are interested in and prepare a presentation. See the strategies of Giving Presentations and Delivery Tips in Unit 3.
- II. Speak on the current news in front of the class. Before the presentation introduce the new vocabulary and press and broadcasting terms.

## ACADEMIC OR FORMAL VOCABULARY

In writing an academic or formal vocabulary is used. To move from topic to topic we use sentence adverbials: *moreover, furthermore, in addition, however, in the same way, similarly, likewise, and yet*.

In academic context formal verbs and words are used.

Words used in academic context instead of more everyday words

Academic verb	Every day verb
Append to	Add (at the end)
Conceive	Think up
Contradict	Go against
Convene	Meet
Demonstrate	Show
Denote	Be a sign, stand for
Negate	Make useless, wipe out
Perceive	See
Reside	Lie, live
Trigger	Cause
Utile	Use

Academic word	Everyday synonym	
The converse	The opposite	
Crucial	Very important	
Likewise	Similarly	
Notwithstanding	Despite this	
Somewhat	Rather	
Thereby	In this way	
Whereby	By which (method)	

*I.* Use the words from the table to rewrite sentences in a more academic style.

1. The results of the client survey *are added* to this document.

2. Language may *be thought up* as a process which arises from social interaction.

3. The experts *met* to discuss a report at the National Institute of Health.

4. This aid money is very *important* to the government's economic policies.

5. The incident could *cause* a civil war.

6. He redesigned the process, *in this way* saving the company thousands of dollars.

*II. Think over the situations in which you would use the words in a more academic style.* 

## WRITING A RESEARCH PAPER

**STEP 2 Strategies** 

Discovering and Choosing a Topic. Generating Ideas

• Continue information search.

• Put down the ideas in your notebook or in your processor.

• Overview various topics. Remember to keep your concept of the topic rather broad at this stage. You can look for a focus later, after you know something about the topic.

• Continue thinking and putting down questions and ideas in your notebook, no matter how irrelevant them may seem to you at this stage.



• The topic should fit to your interests, knowledge, the type of the paper and the length of the paper.

• The topic may be still broad at this stage.

#### Homework

• Deliver a current news presentation

• Speak about press and broadcasting

• Generate the ideas of your research paper



## ENVIRONMENTAL PROTECTION

## In this lesson

- Read for the information
- Revise Modal Verbs
- Keep records of the ecology terms
- Speak about the Global Change of the Climate
- Learn how to write a Research Paper. Step 3



## READING

## ENVIRONMENTAL PROTECTION IN BRITAIN

*I. Before reading the text, try to answer the following questions.* 

1. How far are you aware of the protection of the environment? Are you ecologicallyfriendly?

2. What world organisations do you know that are taking care of the earth protection?

3. Do you know environmental organisations in your city? What are they?

4. What nature conservation areas of Ukraine do you know?

5. What International Organisations are responsible for conservation of architectural and historical buildings?

*II. Read the text and see if your statements are true.* 

For more than a century Britain has been developing policies to conserve the *natural* and built heritage and protect the environment against pollution from industry and other sources. The environment White Paper This Common Inheritance, published in 1990, was the first comprehensive statement by the Government on environmental policy. Two further update reports have been published.

In June 1992 Britain participated fully in the 'Earth Summit' in Rio de Janeiro and signed the conventions negotiated there to protect *biological diversity* and to guard against *global climate change* through the '*greenhouse effect*'. The conference also adopted Agenda 21, a



statement of principles designed to promote *environmentally sustainable development*, and a *declaration on forestry*.

#### CONSERVATION

Buildings of *special architectural* or *historical interest* are 'listed'. It is against the law to *demolish*, *extend* or *alter* the character of any *listed building* without special consent, normally from *the local planning authority*.

A government body, English Heritage, is charged with protecting and conserving England's architectural and *archaeological heritage*. It manages some 400 ancient monuments, most of which are open to the public. In Scotland and Wales similar functions are performed by Historic Scotland, which cares for 330 monuments, and by Cadw: Welsh Historic Monuments, which manages 127.

English Nature, the Countryside Council for Wales (CCW) and Scottish Natural Heritage (SNH) are responsible for nature conservation in their areas. This includes managing nature reserves, identifying Sites of Special Scientific Interest and supporting and *conducting* research. Recreational access to the countryside is promoted in England by the Countryside Commission and in Wales and Scotland by the CCW and SNH respectively. Britain supports the work of agreements such as the Convention on International Trade in Endangered Species, and the Ramsar Convention, under which 57 wetland sites in Britain have been identified for special protection.

The Government supports the work of voluntary bodies in the protection of Britain's heritage by making grants available. The National Trust, a charity with over 2 million members, owns and protects 319 properties open to the public, in addition to over 230,000 hectares (568,000 acres) of land in England, Wales and Northern Ireland. Scotland has its own National Trust.

#### **Pollution Control**

Britain supports international cooperation on environmental protection. Increasingly, much of Britain's legislation on pollution control is being developed in collaboration with other European Community member states and organisations such as the United Nations.

Legislation sets out a wide range of powers and duties for central and local government, including controls over *waste*, air *pollution*, *litter*, *noise*, and *water pollution*. The National Rivers Authority is responsible for the control of water pollution in England and Wales. Her Majesty's Inspectorate of Pollution helps to control *emissions to land*, *air and water* from harmful industrial processes. The Government plans to merge these two bodies into a single Environment Agency. Similar controls apply in Scotland and Northern Ireland.

Britain supports measures that help improve the global environment. It stopped incinerating waste at sea after 1990, and ended *sea dumping of sewage sludge* in 1998. Along with its European partners, it has agreed major cuts in emissions from large combustion plants (such as coal-fired power stations) of the main gases that lead to acid rain.

The Government is committed to meeting EC requirements concerned with the protection and improvement of the *water supply*, and with the quality of water needed to support fresh water fisheries and bathing.

## III. Answer the following questions about the text 'Environmental protection in Britain'.

 What is the policy of Great Britain concerning the environmental protection?
 What are the statements of the government on the environmental policy?
 What conventions were signed in Rio de Janeiro in June 1992?

4. What is the essence of the law preserving buildings of special architectural or historical interest?



5. Which governmental body is charged with protecting and conserving England's architectural and archaeological heritage?6. What other governmental bodies in

Britain care for monuments?7. What governmental and voluntary bodies are responsible for nature conserva-

tion in the UK? 8. What is the position of Britain in pollution control?

9. In whose power is it to control over waste, air pollution, litter, noise, and water pollution?

10. Which body helps to control emissions to land, air and water from harmful industrial processes?

## **VOCABULARY DEVELOPMENT**

#### **Terms of Ecology**

I. Think over the proper Ukrainian equivalents to the following word collocations.

7

to conserve the natural and built heritage to protect the environment against pollution from industry and other sources environmental policy

to protect biological diversity

to guard against global climate change through the 'greenhouse effect'

to promote environmentally sustainable development

a declaration on forestry

to 'list' buildings of special architectural or historical interest

to demolish, extend or alter the character of any listed building

special consent

nature reserves

waste, air pollution, litter, noise and water pollution

the protection and improvement of the water supply

II. Paraphrase the following word collocations, look up the words in the dictionary when necessary.

to incinerate waste at sea sea dumping of sewage sludge cuts in emissions large combustion plants coal-fired power stations acid rain

III. To enlarge your environmental terms you can go to the Environmental Protection Agency (EPA) Website: http:/ /www.epa.gov/OCEPAterms/



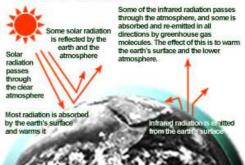
## SPEAKING

1. Read the text about the global warming and express your understanding of the matter. Suggest the solution of the problem from the point of view of the citizen of the Planet. Add the ecology terms to your terminological vocabulary.

### **Global Change of the Climate**

According to the National Academy of Sciences, the Earth's surface temperature has risen by about 1 degree **Fahrenheit** in the past century, with accelerated warming during the past two decades. There is new and stronger evidence that most of the warming over the last 50 years is attributable to human activities. As s result the chemical

#### The Greenhouse Effect



composition of the atmosphere has changed through the buildup of greenhouse gases carbon dioxide, methane, and nitrous oxide. The heat-trapping property of these gases is undisputed although it is not clear exactly how earth's climate responds to them.

#### Change of the Atmosphere

Energy from the sun drives the earth's weather and climate, and heats the earth's surface; in turn the earth radiates energy back into space. Atmospheric greenhouse gases (water vapor, carbon dioxide, and other gases) trap some of the outgoing energy, retaining heat somewhat like the gas panels of a greenhouse. Without this natural 'greenhouse effect', temperatures would be much lower than they are now, and life as known today would not be possible. Instead, thanks to greenhouse gases, the earth's average temperature is a more hospitable 60° F. However problems may arise when the atmospheric concentration of greenhouse gases increases.

Since the beginning of the industrial revolution, atmospheric concentrations of carbon dioxide have increased nearly 30%, methane concentrations have more than doubled, and nitrous oxide concentrations have risen by about 15%. These increases have enhanced the heat-trapping capability of the earth's atmosphere. Sulfate aerosols, a common air pollutant, cool the atmosphere by reflecting light back into space; however, sulfates are short-lived in the atmosphere and vary regionally.

Why are greenhouse gas concentrations increasing? Scientists generally believe that the combustion of fossil fuels and other human activities are the primary reason for the increased concentration of carbon dioxide. Plant respiration and the decomposition of organic matter release more than 10 times the CO2 released by human activities; but these releases have generally been in balance during the centuries leading up to the industrial revolution with carbon dioxide absorbed by terrestrial vegetation and the oceans.

What has changed in the last few hundred years is the additional release of carbon dioxide by human activities. Fossil fuels burned to run cars and trucks, heat homes and businesses, and power factories are responsible for about 98% of U.S. carbon dioxide emissions, 24% of methane emissions, and 18% of nitrous oxide emissions. Increased agriculture, deforestation, landfills, industrial production, and mining also contribute a significant share of emissions. In 1997, the United States emitted about onefifth of total global greenhouse gases.

Estimating future emissions is difficult, because it depends on demographic, economic, technological, policy, and institutional developments. Several emissions scenarios have been developed based on differing projections of these underlying factors. For example, by 2100, in the absence of emissions control policies, carbon dioxide concentrations are projected to be 30-150% higher than today's levels.

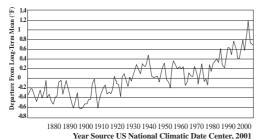
#### **Changing Climate**

Global mean surface temperatures have increased 0.5-1.0°F since the late 19th century. The 20th century's 10 warmest years all occurred in the last 15 years of the century. Of these, 1998 was the warmest year on record. The snow cover in the Northern Hemisphere and floating ice in the Arctic Ocean have decreased. Globally, sea level has risen 4-8 inches over the past century. Worldwide precipitation over land has increased by about one percent. The frequency of extreme rainfall events has increased throughout much of the United States.

Increasing concentrations of greenhouse gases are likely to accelerate the rate of climate change. Scientists expect that the average global surface temperature could rise 1-4.5°F (0.6-2.5°C) in the next fifty years, and 2.2-10°F (1.4-5.8°C) in the next century, with significant regional variation. Evaporation



#### **Global Temperature Changes (1880-2000)**



will increase as the climate warms, which will increase average global precipitation. Soil moisture is likely to decline in many regions, and intense rainstorms are likely to become more frequent. Sea level is likely to rise two feet along most of the US coast.

Calculations of climate change for specific areas are much less reliable than global ones, and it is unclear whether regional climate will become more variable.

#### Note:

Fahrenheit

a scale of temperature in which water freezes at  $32^{\circ}$  and boils at  $212^{\circ}$ 

 $72^{\circ}$  Fahrenheit (72 degrees on the Fahrenheit scale)



II. Speak about ecological problems of the twentieth, twenty-first century. First, name the problem and then suggest how it should be solved.

Use a clause with' should' after suggest, propose, recommend, it is essential / vital / necessary that....

e.g. A lot of cars in the city pose a major threat to our planet and our health. Exhaust emissions from motor vehicles are hastening the death of up to 24,000 people each year, and indeed forcing many other people with respiratory ailments, such as asthma. We *are proposing/ suggest that* traffic *should be restricted* in the rush hour. *It is essential* that we *should tackle* the problem of pollution.

## **RESEARCH ACTIVITY**

- I. Go to the Website of the nongovernmental organisation Environment-People-Law (former Ecopravo Lviv) and learn about its activity. http://www.epl.org.ua
- II. You can also read material about ecology problems in Supplementary Reading section.



FOCUS ON GRAMMAR

#### Functions of Modal Verbs and Synonymous Expression

Use	Present / Future	Past
ability	She <b>can</b> read French. He' <b>s able to</b> swim.	She <b>could</b> read French five years ago. (repeated action – ability in the past) He <b>was able to</b> escape.
possibility	They can write thesis. (90% certain) They could still be in the office. (50% certain. It is possible they are still there) John may be finishing to read the book.(perhaps; 50% certain; it is possible that he's finishing.) She might want some more choco- late.(40% certain; perhaps she wants some more chocolate.)	She could have failed the exam. (Luckily, she didn't fail.) They may have visited Julian yesterday. (Perhaps they visited Julian.) She might have forgotten to send a telegram. (Perhaps she has forgotten.)

#### UNIT 7. ENVIRONMENTAL PROTECTION

	It is likely that he will arrive tonight.	It <b>was likely that</b> he had arrived the day before.
	He is likely to arrive tonight.	He was likely to arrive the day before.
	<i>They will be here soon.</i> (100% certain; prediction)	
	Bob should win easily. (90% certain;	He should have been received the letter
Probability	he'll win easily.)	<i>by now</i> .(He has probably received it by now.)
	They <b>ought to</b> be at work by now. (90%	They <b>ought to have</b> arrived an hour ago.
	certain; they will probably be at work)	(They have probably arrived.)
	She <b>must</b> be sleeping. She <b>worked</b> very	He must have been working. (positive;
	<i>hard</i> . (90% certain - positive; I'm sure she is sleeping.)	I'm sure he was working.)
Logical	She can't be over fifty. (negative; I'm	He can't have stolen the money. (negative;
assumptions	sure she isn't over fifty.)	I'm sure he didn't steal the money.)
	<i>He couldn't be at work</i> . (negative; I don't	He couldn't have been at work yesterday.
	think he is at work.)	(negative; I don't think he was at work yesterday.)

## WRITING A RESEARCH PAPER



**Step 3 Strategies** 

#### Narrowing the Topic. Critical Reading and Writing. Gathering Data and Information

• Explore your topic by doing critical reading of books, articles, Internet going through them several times to see what are fact, argument, and statement looking at it from different perspectives, look for an issue, an aspect, a perspective on which to focus your research paper.

• As you read, start taking notes of what you're learning about your topic: concepts, issues, problems, areas where experts agree or disagree.

• Register the bibliographic references either on cards or in your word processor ( or use both) for the information you're using. Write down briefly what is contained in the book, article, Website, etc. Find out what kind of citations are required for your article and make sure you're recording what you'll need to do your bibliography.



• While reading think about possible focuses for your research. Choosing a focus, combine themes to form a focus and narrow your topic.

#### Homework

• Speak about ecological problem of the twenties, the beginning of the twenty-first century

• Extend your vocabulary of ecology terms

• Revise the usage of Modal Verbs and their equivalents

• Narrow the topic for the research

• Gather the data and information for the research

• Exchange your search process with your classmates

71



## In this lesson

- Listen for the details
- Revise ways of expressing the Future
- Keep records of collocations
- Speak about problems of the children in the world
- Learn how to write a Research Paper. Step 4

## LISTENING



## American Mediators in Ukraine

I. Listen to the conversation. Define the people's relationship, the main idea of the problem under discussion, details of the problem.

People's relationship	Main idea	Details of the problem

II. Listen again and then check your understanding in the Tapescript to Unit 8.



READING

## CHANGE THE WORLD WITH CHILDREN

*I.* Before reading the text answer the following questions.

1. Do you know that every single child has inalienable rights?

2. Are you aware of the fact that the children in the world are being effected by poverty, ignorance, discrimination, labour and exploitation, life-threatening diseases, environmental factors and other challenges hindering their development?

3. Is the situation different in your country?

4. Who is responsible for the well-being of children?

## *II.* Read the text and see if your statements are true. Answer the following questions.

1. What is the main focus of the Global Movement for children?

2. What was the result of the World Summit for Children?

3. What are the results of the efforts to bring the Convention on the Rights of the Child into full effect?

4. What are the facts describing the real state of things with the children in the world?

5. Are all the children protected in your country?

6. What are their problems and how can they be solved?

The Global Movement for Children started on 19-21 September 2001 in New York, when world leaders focused their attention on young people as the United Nations General Assembly hosted a Special Session on Children. Government leaders, Heads of State, NGOs, children's advocates and children themselves attended the Session. The United Nations Secretary-General opened the session with a report on the progress that had been made for children in the last 10 years. And over the course of three extraordinary days, participants worked toward an agreement on the critical actions that would be taken over the following decade on behalf of children. However, it is not enough to change the world for children. The call of the Global Movement was to change the world with children.

More than a decade ago, in1990 world leaders put children's issues on both the political agenda and human rights map. The World Summit for Children, an unprecedented event on behalf of children adopted a Plan of Action with precise, time-bound goals to ensure the health and security of the world's children and it launched the campaign for *ratification and implementation of the Convention on the Rights of the Child*.

Efforts to bring the Convention into full effect in the daily lives of young children and adolescents began with the 1990 Summit. The Plan of Action addressed reducing *child and maternal mortality rates, preventable diseases, illiteracy and malnutrition.* There was also an emphasis on the need for children's *universal access to basic education, safe drinking water, healthy food, sanitary conditions and protection from abuse, violence and war.* 

Since 1990, there has been progress. In 125 countries, 80 per cent of one generation of children has been immunized against such common childhood diseases as measles and tetanus. In 1999 alone, more than two thirds of the world's children under the age of five -470 million - were immunized against polio. Some 12 million children are no longer at risk of mental disabilities because of an iodine deficient diet. More children are in school today than at any other time in human history. Children have formed their own parliaments and peace movements. Laws reflecting the Convention on the Rights of the Child have been enacted and enforced in many countries. And in 1997, the United Nations Secretary-General appointed the first ever Special Representative for Children and Armed Conflict after a landmark report by Graca Machel, a former Minister of Education in Mozambique and the UN special expert on children in armed conflict, documented the *devastation* children suffer in armed conflict.

But the good news is tempered. The enddecade review of progress for children shows that there is still much work to be done. The scourge of civil war and armed insurgencies continues to wreak havoc on the world's children. Of the approximately 31 million refugees and displaced persons worldwide, the majority are children and women. Growing chasms between rich and poor have led to forced child labour, increased trafficking and sexual exploitation. According to the International Labour Organization, some 250 million children between the ages of 5 and 14 work in developing countries, and some 50 to 60 million children between the ages of 5 and 11 work in hazardous circumstances.

In the decade since the adoption of the Convention on the Rights of the Child, more than 2 million children have been killed and more than 6 million have been injured or disabled in armed conflicts. Tens of thousands of children have been *maimed* by landmines and thousands have *suffered in the upsurge of conflicts* fuelled by a seemingly *insatiable hunger for* land and natural bounties of gems and oil. The *proliferation of light*, inexpensive weapons has meant more child soldiers fighting adult wars. Countless others have been *recruited as sex slaves or porters*.

More than 4.3 million children under age 15 have been killed by AIDS. More than 1.4 million under the age of 15 are living with *HIV*. Every minute, five young persons aged 15 to 24 are infected with HIV. That's 7,000 every day. Thirteen million have been orphaned by AIDS as their parents died of the disease. At the same time, at least 30 per cent of children under five suffer from severe or moderate malnutrition. And even in the richest countries, 1 child in 10 is raised in a family living below the poverty line.



For every step forward, failures to act and unfulfilled promises have undermined progress for children. The year 2001 started with work left over from the past century and with challenges from a rash of new problems.

The Special Session on Children marked the beginning of a new era for children - one in which government leaders accepted their responsibilities to children, and one in which advocacy and activism for children became the responsibility and work of every citizen.

Changes needed throughout the world to protect the rights and secure the lasting betterment of children's lives begin with actions taken by you, the mothers and fathers. You, the teachers and students. You, the professionals in every field. You, the children and young people who hold the future in your hands. By each one of us.

## **VOCABULARY DEVELOPMENT**

*I. Think over the proper Ukrainian equivalent of the following collocations. What categories do these terms belong to?* 

- ratification and implementation of the Convention on the Rights of the Child
- reduce child and maternal mortality rates
- preventable diseases
- illiteracy and malnutrition
- need for children's universal access to basic education
- safe drinking water
- healthy food
- sanitary conditions and protection from abuse, violence and war
- be immunized against common childhood diseases
- at risk of mental disabilities
- an iodine deficient diet
- enacted and enforced law
- the scourge of civil war and armed insurgencies continues to wreak havoc on the world's children.
- growing chasms between rich and poor
- trafficking and sexual exploitation
- work in hazardous circumstances
- suffered in the upsurge of conflicts
- *II. Make up sentences of your own with the collocations in the previous exercise.*



## FOCUS ON GRAMMAR

#### Ways of Expressing the Future

There are many different ways of talking about the future in English. It depends on how we see the future event. It may be something that is

- fairly sure to happen;
- just a plan or an intention;
- something that you think will happen but you can't be sure about.

Be going to	<i>I'm going to spend six weeks in the US.</i> (an intention) <i>My sister is going to have a baby in December.</i> (a prediction based on the present situation or evidence)
Will	<ul> <li>I'll be free for most of the summer. (neutral future)</li> <li>I think the economic situation will start to improve soon.( a prediction made on your knowledge or opinion)</li> <li>There is no butter in our fridge. Oh, I'll buy some. ( an instant decision)</li> <li>I'll carry your bag. It is heavy. Oh, thank you. (an offer)</li> <li>Will you come to dinner? Yes, thank you. I'd love to. ( an invitation)</li> <li>I'll come back soon. (a promise)</li> </ul>

#### Verb Forms Used for the Future

#### UNIT 8. CHANGE THE WORLD WITH CHILDREN

The Present Continuous	I'm visiting a dentist at 3 p.m. (a fixed arrangement)			
The Present SimpleMy train leaves at 10.50 p.m. (a regular time-table event)				
The Future Continuous	<ul> <li>I'll be flying by plane this time tomorrow. (an action in progress at/around a point in the future)</li> <li>Will you be staying for lunch? (a polite request)</li> <li>Next October we'll be having PhD courses three times a week.</li> <li>(future events which are expected or fixed to happen in the normal course of things)</li> </ul>			
The Future Perfect	<i>We will have finished this course by the mid of May.</i> ( the action completed/ achieved before a point in the future)			

Very often there is more than one possible form that could be used to express the same. We'll finish the course in May. We finish the course in May. We are finishing the course in May. We'll be finishing the course in May.

Adverbial phrases & Verbs	To show how sure or unsure we are about the future	
Be sure	<i>I'm sure</i> it'll be all right.	
Definitely	We're <i>definitely</i> going to be at the conference.	
Be bound to	Mistakes are bound to happen when you are doing a lot of work.	
Be (highly) (un)likely to	She is likely to be late.	
Be due to	He's due to arrive on the 7.30 train.	
Probably	Jane won't <b>probably</b> come.	
Might	We might go to Kyiv in June.	
Could	The weather could be better soon.	
(Don't) think	<i>I don't think</i> we'll have enough time to get prepared for the exam.	
Expect	I expect everyone will be satisfied with the work done.	



Mind the formal use of **shall** in official documents to state an order, law, promise etc e.g. *All payments shall be made in cash.* (See the Supplementary Reading of Unit 8 & 9 for more examples.)

- *I.* Work in pairs. Make up situations in which you can use the same grammar forms.
- *II. In pairs, decide what you would say in the following situations.*

a. Someone asks you about your plans for this year.

b. A business partner wants to know about your arrangements for your business trip.

c. You see an elderly woman helplessly crossing the road with a heavy traffic.

d. You are not sure that your sister will arrive by 6.15 train.

e. Tell your friend about your achievements by the end of the year.

f. Your mother tells you that you've run out of bread.

g. Invite your friend to the evening party.



#### **SPEAKING**

*I. Read the information about the issue of child abuse.* 

1. When speaking, say how far you are aware of the issue.

2. What is your understanding of the matter?

3. What organisations do you know which deal with prevention and intervention of child abuse?

4. What is the role of juvenile courts in solving the problems of children?

5. Is the child abuse issue identified, prevented and treated in your country?

#### Child Abuse

Article 25 (ii) of the United Nations Universal Declaration of Human Rights in Britain says 'Motherhood and children are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.'



In real life the right of children is often violated by the parents themselves. Abuse and cruel behaviour by parents cannot be excused but many of them are themselves the product of bad parenting. There are certain reasons that cause the parents' bad behaviour: being brought up by a single parent, they often have no experience of bringing up by another parent; immature unmarried mothers may find it particularly hard to cope with children. There are external factors, such as low income and poor housing that can contribute to tension in parent-child relationship.

According to the declaration many agencies and professions in Britain are concerned with the recognition, prevention and management of child abuse. Local area child protection committees discuss and draw up procedures for handling these cases. There is a special training for health visitors, school nurses and local authority social service staff. Under the children Act, a court will be able to issue a short-term emergency protection order to prevent a child suffering a significant harm; the order will be made if there is sufficient evidence.

Children who are physically, sexually and emotionally abused or neglected by adults may never come to terms with the traumatic events of their childhood.

The growing awareness of the problem of child abuse has led to greater efforts by central and local government and voluntary organisations to ensure that everything possible is done to reduce the likelihood of such cases occurring. The prevention, identification and treatment of child abuse in Britain involve many authorities, agencies and professions, from social and voluntary workers to doctors, teachers and the po-lice. Area Child Protection Committees (ACPCs), professional and voluntary workers may receive training to help them to learn to recognise and deal with abuse. Central training initiative on child abuse was first held in 1986. Since that time there was a variety of projects, courses on the recognition and referral of child abuse. A wide-ranging national inquiry into the protection of child abuse, under the chairmanship of Lord Williams of Mostyn, was launched in August 1994. Voluntary organisations make a significant contribution to the early detection of child abuse cases. National Society for the Protection of Cruelty to Children (NSPCC) is one of such voluntary organisations. There is also National Protection Help line (NPH) which operates a phone-in service 'Care line'. It offers help and advice on all issues concerning children and families.

There was a special seminar on child abuse for the Ukrainian professionals delivered by Veena Lakhumalani, HIV and Human Rights Adviser, the British Council, Ukraine, on 19 November, 2001 in Kyiv, which was a stimulus for all the participants to identify, prevent and treat child abuse issues in Ukraine.

#### WRITING A RESEARCH PAPER



#### **Step 4 Strategies**

#### **Exploring the Topic**

At this stage you continue search for gathering information but

• Find the specific information, collect and record it and pay careful attention to serendipity. 'To a large extent, luck and serendipity made us the kind of scientists we are.' Keep your mind open to continue learning about your focused topic.

• Record carefully your sources in a required bibliographic format. You can learn about different international bibliographic styles, the American Psychological Association, APA style http://www.apastyle.org/ and the Modern Language Association, MLA style http://www.mlastyle.org/ • Clarify and refine, extend or narrow your focus. Stay flexible and adjust your information search to the changes, widen or narrow your search.

• Start organizing your notes into logical groups by outlining, mapping, cubing. There can be some gaps in your research: continue your search.

• Think about your thesis statement. It is the main point of your paper. The type of thesis statement depends on what type of paper you're writing: a report, an essay, a research article or another type.

• Seeking a main point as you research will help you know when to stop gathering information, which is also important.

#### Homework

• Be able to speak about problems of the children in the world

• Read The Convention on the Rights of the Child in the Supplementary Reading section

• Keep vocabulary records of different law collocations

• Continue exploring the topic of your research





## In this lesson

- Listen to the main points
- Read for the information
- Develop your vocabulary of legal terms
- Revise Linking Clauses: Time and Reason
- Learn how to write a Research Paper. Step 5



## LISTENING

While listening to a lecture or an explanation or a talk giving information, it is important to know the subject matter of the talk and who the speaker is talking to.

*I. Listen to a talk. Identify the speaker, the audience, and the overall subject.* 

What is the topic of a conversation?	Who is the speaker?	Who is the speaker addressing to?

II. Listen again. If necessary check with the Tapescript to Unit 9.

## READING



*I.* Before reading the text answer the following questions.

1. What do you know about the US Constitution?

- 2. What event was it closely connected with?
- 3. What people is this document associated with?
- *II. Read the text and decide if your statements are true.*

#### THE US CONSTITUTION

The form of the US government is based on the Constitution of September 17, 1787, adopted after the American War of Independence (the American Revolution), which lasted from 1775 to 1783. It was the war in which people in Britain's colonies in North America became independent and established the United States of America.

There had been a lot of discussion and compromise before the leaders from each state met in Philadelphia in 1787 to write the Constitution, and it was especially difficult to get agreement between large states and smaller ones and between states with and without slaves. This meeting is known as the Constitutional Convention. Finally the Convention agreed on a document, but it could not be *put into effect* until nine states had ratified it. After a discussion all 13 states of which the united States was then composed ratified the Constitution. It was signed in 1789 by representatives from each state, including some of the most important figures in early American history, George Washington, Alexander Hamilton, Benjamin Franklin and James Madison.\*

\*George Washington (1732-99) the first President of the US, from 1789 to 1797. Washington was a respected officer in the British army before he became The original document, which is the highest law of the government of the US now, established the three branches of government: the legislative, the judicial and the executive. The legislative branch consists of the president, vice-president and government departments. The Constitution defined the responsibilities of each branch and dealt with details such as who could be elected to Congress and when Congress should meet. The separation of powers between the three branches was designed to provide a series of *checks and balances*, so that no branch would become too powerful.

The Constitution said that it was a responsibility of the US government to protect individual states. It is also set a rather difficult process by which it could be amended.

The US Constitution consists of the Preamble, seven articles and twenty-seven amendments, the first ten of them called

Alexander Hamilton (?1755-1804) a US politician who helped to write the Constitution of the United States and was the first US Secretary of the Treasury from 1789 to 1795. Alexander Hamilton's picture is printed on the US ten-dollar bill.

**Benjamin Franklin** (1706-90) a US politician, writer, and scientist. Franklin was involved in writing the Declaration of Independence and the Constitution of the United States. He is famous for proving that lightning is a form of electricity by doing a scientific test in which he flew a kite during a storm, and he invented the lightning conductor. He also wrote Poor Richard's Almanack (1732-57).

James Madison (1751-1836) the President of the US from 1809 to 1817. He is sometimes called the 'Father of the Constitution' because of his work at the Constitutional Convention in 1787. He also helped to write the Bill of Rights. He started the War of 1812 against Great Britain, and it was called 'Mr Madison's War'. collectively the *Bill of Rights* and adopted under the popular pressure in 1791. In December 1791, the Congress adopted ten amendments to the Constitution. The Bill *enumerated* what the government controlled by the oligarchy was not going to be allowed to do, which was, of course, an important democratic *gain* for the people. The Bill of Rights promises citizens the right to free speech, freedom of religion, the right not to be arrested or searched without a good reason, and the right of anyone *accused of crime* to have *a fair trial*.

Some changes to the Constitution have been more successful than others. The First Amendment is guarantee of freedom of speech and religion is an essential principle of American life. The Second Amendment, which gives people the right to carry guns, is now the subject of public debate and many people are opposed to it.

Some of these amendments are now relatively unimportant, such as the Third which *prohibits* the quartering of soldiers in private houses in peacetime without the consent of the owners. But others, especially the Fifth Amendment, continue to be of importance and significance in the fight of the American people for their civil rights. The Fifth provides that 'no person shall *be deprived of life*, liberty or property, without due process of law', and no person 'shall *be compelled* in any criminal case to be a *witness* against himself'.

The 18th Amendment, passed in 1919, created Prohibition, making it illegal for people to make or buy alcoholic drinks. However, this measure was not successful, and in 1933 the 21st Amendment repealed the 18th, so that alcohol became legal again.

Some amendments reflect changes in American society. The Constitution was written by white men, mainly to protect their rights. Following the Civil War, the

commander of the colonial armies during the American Revolutionary War. After the war he became the leader of the Constitutional Convention and influenced the states to officially accept the new Constitution of the United States. He was elected President of the US twice, but he refused to be president for a third time.

13th Amendment (1865) and the 15th Amendment (1870) gave the same right to people of all races. In 1920 the 19th Amendment gave women the right to vote.

Changing the Constitution requires wide support and consent of people elected to public offices. In the 1970s the Equal Right Amendment, which said that women had the same rights as men, was passed by Congress but failed to be ratified by the required number of states and so was defeated.

The Bill of rights is *violated* daily by *the judicial and law-enforcement practice*. The so-called 'gag laws'<sup>1</sup> *abridge* freedom of speech, of the press and of the right to petition; the Fourth (the 'searches and seizures' amendment<sup>2</sup> is *nullified* by the 'law and order' *edicts* of the government, such as 'knock, knock' and 'stop and frisk'<sup>5</sup>.

#### NOTES

1. 'Gag law' – a law or ruling prohibiting free debate or expression of opinion, also a legislation restricting freedom of the press.

2. 'Searches and seizes' amendment – the Fourth Amendment of the Bill of Rights, according to which the police have no right to make any search or any arrest without a warrant issued by a judge.

3. 'Law and order' – a legislation passed in 1960's in many states of the USA enlarging the power of the police. It is widely used to suppress the antiwar and civil rights movements. The I960s saw scores of black ghettos turned into police-occupied areas. Under the pretext of maintaining 'law and order', an open hunting-season was officially declared on the most militant of blacks in almost every large city. Leaders of the Black Panther Party, a militant youth organization, were murdered indiscriminately.

4. 'Knock, knock' – a popular name for the law adopted in the State of New York in 1964, which allows the police to break the doors or smash the window of a building to be searched.

5. 'Stop and frisk' – a popular name for the law enacted in the State of New York in 1964. It allows the police to stop, frisk and interrogate any person if the police have a 'suspicion' that the person has committed, is committing or is going to commit a crime.

# III. Have a talk based on the text with your class-mates. Make use of the following questions.

1. Was it easy to get agreement between states to write a Constitution?

2. When could it be put into effect?

3. Who was it signed by and when?

4. What do you know about the most important figures in early American history, associated with the US Constitution? What else are they famous for?

5. What branches of the power did the original document establish?

6. How does the Constitution define the responsibilities of each branch?

7. What is the essence of the separation of powers between the three branches?

8. What is the structure of the Constitution?

9. What is the Bill of Rights?

10. What are the most important amendments and what do they reflect?

11. Is the Bill of Rights strictly observed?



#### **VOCABULARY DEVELOPMENT**

*I. Match these words from the text to their definitions. Find these words in the text. Make up sentences of your own.* 

1. abridge (v)	a. change proposed or made (to a rule, regulation)
2. amendment (n)	b. increase of possessions, in amount or power
3. compel (v)	c. count, go through a list of articles naming them one by one
4. consent (n)	d. place troops in lodgings
5. edict (n)	e. pass the hands over somebody to search for concealed weapons
6. enumerate (v)	f. agreement or permission
7. gain (n)	g. taking away from
8. frisk (v)	h. things owned, possessions
9. nullify (v)	i. bring about, by force
10. quarter (v)	j. break ( a law, an oath, a treaty, etc)
11. property (n)	k. make null and void
12. search (n)	l. shorten
13. seizure (n)	m. proclamation issued by authority; decree
14. violate (v)	n. act of searching

II. Fill in the gaps in the sentences with the following law terms: accused (2), trial, prohibited (2), witness, repealed, ratified.

1. The woman was \_\_\_\_\_ of having beaten her four-year-old daughter.

2. City officials refuse to talk about the case, but detectives say privately the \_\_\_\_\_has gone cold.

3. The man \_\_\_\_\_\_ of kidnapping, has been found guilty.

4. Selling alcohol to people under 21 is \_\_\_\_\_ in the US.

5. One \_\_\_\_\_\_ to the accident said the driver appeared to be drunk.

6. They are \_\_\_\_\_ from revealing details about the candidates.

7. Enough countries \_\_\_\_\_\_the Convention to bring it into force.

8. Congress \_\_\_\_\_\_the ban on women flying Naval combat missions.

III. Enlarge your legal vocabulary by reading the text of the US Constitution in the Supplementary Reading section to Unit 9.





## **FOCUS ON GRAMMAR**

#### Syntax

#### **Time Clauses**

Different linking words and phrases are used in time clauses to be more precise about:

• things happening at the same time (as, while, whilst, when):	As / when / while we were listening a very important news, the phone rang.
• one thing following another ( <i>after</i> , <i>before</i> , <i>as soon</i> , <i>as</i> , <i>when</i> , <i>once</i> , <i>etc</i> .):	She got very much excited <b>when</b> she learned the results of her exams. We decided to write a proposal to the conference <b>as soon as</b> we'd got the information about it. <b>After</b> she realised she'd missed the last train, she got very much frustrated.
• one thing following another very quickly (no sooner than, the moment / minute, etc.):	She'd <b>no sooner</b> switched on the TV <b>than</b> there was an explosion. George had <b>hardly</b> finished writing the letter when the light went out.
• when things started ( <i>since, ever since</i> ):	Since she was born, she has lived in France.
• after the linking words of time <i>after, as, as soon as, before, by the time, until, when, while</i>	the Present Simple or the Present Perfect are used for the future: I'm starting a job of a teacher <b>after</b> I finish PhD courses. or I'm starting a job of a teacher <b>after</b> I have finished PhD courses. They'll have finished writing a letter <b>by the time</b> the post office is closed.
Ing-clauses	an ing- form can be used after (ever) since, before, while, when, whenever: Since doing the course in English, the PhD students began to read a lot of research articles in original. Before writing an article, a lot of reading should be done.



#### I. Match the sentence halves. Comment on the use of linking words.

<ol> <li>When the meal was finished,</li> <li>I'll phone you again</li> <li>They arrived</li> <li>I saw Peter</li> <li>As time passed,</li> <li>After all the trouble we had,</li> <li>We've been friends</li> <li>We came to Ukraine in 1974</li> </ol>	<ul> <li>a. and have lived here ever since.</li> <li>b. after I have completed my work.</li> <li>c. while we were having dinner.</li> <li>d. he didn't even say thank you.</li> <li>e. ever since we were at university together.</li> <li>f. Rachel washed up and made coffee.</li> <li>g. things seemed to get worse.</li> <li>h. as I was getting off the bus.</li> </ul>
<ul><li>6. After all the trouble we had,</li><li>7. We've been friends</li></ul>	f. Rachel washed up and made coffee. g. things seemed to get worse.
<ol> <li>We came to Okraine in 1974</li> <li>I'm leaving for Kyiv</li> </ol>	i. when I get home.

#### **Reason Clauses**

There are different ways of introducing reasons:

because	is the most common: Because of the increase in street crime, many old people are afraid to leave their homes. Because you've done such a good job, I'm giving everyone a 10% bonus.
since, as	introduce reason already known to the listener or reader:
	As you don't have time now, let's meet some other day.
	Since you are unable to answer, perhaps we should ask someone else.
(just )in case	is used to talk about thing that may possibly happen:
	He had his camera ready, <b>just in case</b> he saw something that would make a good picture.
for	is used in a very formal or literary context only:
	He was very nervous, <b>for</b> he was being videoed.
Ing-clauses	are used to express reason relationships:
C	Having passed exams successfully, the graduates very sure to enter the PhD courses.
	Everybody worked hard, hoping to get a grant.

II. Fill in the gaps in the sentences with the following words: as, because (2), since, in case, for.

1. Many exam candidates lose marks simply \_\_\_\_\_ they do not read the questions properly.

2. We asked Nicolas to explain us how to use Power Point , \_\_\_\_\_ he knows it perfectly.

3. She's studying \_\_\_\_\_ she has a test tomorrow.

4. \_\_\_\_\_ you are not ready to go, I'm off by myself.

5. I cannot tell whether she is old or young, \_\_\_\_\_ I have never seen her.

6. Take an umbrella, \_\_\_\_\_ it rains.



## SPEAKING

I. Read the text of the US Constitution in the Supplementary Reading section to Unit 9. II. Speak about the Human Rights and how they are reflected in the US Constitution.

# WRITING A RESEARCH PAPER

<u>عم</u>

Step 5 Strategies Preparing to Write Analysing and Forming a Thesis Statement

• Analyse and organise your information:



The information from different sources may examine different aspects of your topic. Break down the information, try to see relationships between the different sources and form them into a whole concept.

• Look at the research information from different perspectives: step back and try to get a 'big picture' view.

Try out different organization patterns: compare and contrast, advantages and disadvantages, starting from a narrow view to a broader one, cause and effect, logical sequence. There are many tools to use in analyzing and organizing research findings, such as webbing, outlining, cubing, mapping.

• Construct a thesis statement. A wellwritten thesis statement, usually expressed in one sentence, is the most important sentence in your entire paper. A thesis sentence is not a statement of accepted fact; it is the position that needs the proof you will provide in your argument.

• Your thesis should reflect the full scope of your argument — no more and no less; beware of writing a thesis statement that is too broad to be defended within the scope of your paper.

• The well-organised thesis statement is that of a single sentence, usually in the first paragraph of the paper, which: a. declares the position you are taking in your paper,

b. sets up the way you will organize your discussion,

c. points to the conclusion you will draw.

• Weed out irrelevant information.

• Fill in gaps by information search.

#### Homework

• Put down legal terms into your vocabulary notebook

• Speak about Human Rights and constitutions in different countries

• Start writing your research article





#### In this lesson

- Learn the strategies of effective reading
- Talk shop on Sciences or the Humanities
- Learn Academic Syntax
- Learn the vocabulary expressing purpose, intention, result, cause and effect
- Learn the structure and language features of the research article
- Write the first draft of a research article

## EFFECTIVE READING



*I.* Before reading the information about reading technique, answer the following questions.

1. Have you ever checked with what speed you read?

2. What is the average speed of general reading? (reading of popular magazines, novels of your choice)?

3. What reading technique do you use?

- II. Read the text 'Technique of Reading Well' and answer the following questions.
  - 1. What is the purpose of scanning?
  - 2. What is skimming and when is it done?
  - 3. What is selective reading?

4. How many words does the average American high school student read per minute?

5. What reading rate can be attained by practice?

# TECHNIQUES OF READING WELL

To read effectively it is necessary to know techniques of reading well. There are different levels of reading. Reading speed, for example, varies with the purpose and the material. There are several basic reading paces, or speeds, each used according to the kind of reading to be done: **scanning**, **skimming, selective reading**.

**Scanning** is a reading technique which can be done at a very rapid pace. Its purpose is the locating of specific, limited information: to scan profitably you have to know what you are looking for.

You use the technique of scanning many times a day without realising it. For example, you scan when you look up a specific radio or television programme.

When you are assigned a research paper you have to gather material to form the basis for your paper; so, once you have chosen your subject, you go to a library and find what is available concerning your subject.

Suppose you found a pile of books and articles. Of course you won't read them all from cover to cover to find out whether what you want is there. Reading through the tables of contents, you will quickly reveal any possible sources of information. A glance through title, sub-titles, chapter and section headings will be you best course of action. In any case, when you use the scanning technique, you know the kind of information you want before you begin, and then you put the scanning technique to work for you. **Skimming** is a second reading skill employed at a rapid pace. This technique is used under certain circumstances for rapid comprehension of an entire body of material and is very valuable. Skimming is often required for study reading. Most reading of this sort is done in text books and reference sources, and it takes a good deal of concentration. In addition, it requires a system for discovering and keeping information for later use. Study reading is work, but it can be more effective when skimming technique is used.

Selective reading will raise your comprehension level; that is you will understand better what you read if you become skillful at reading selectively. For one thing, reading selectively results in faster reading, and, interestingly enough, the faster the normal rate the better the comprehension is likely to be. Selective reading develops the reader's ability to analyse, select, and extract vital facts and essential information.

The average American high school student reads between 250 and 300 words per minute, a rate considered to be on the slow side. With reasonable efforts and practice, however, that same student can soon attain a rate of 600 words per minute: and some students, with the same type of training will reach levels of 1200 or 1500 words per minute — an entirely realistic goal for many people.

The late President Kennedy was said to have read 1 200 words per minute. This rapid rate was attributed to his ability to pick out the important facts in the material he was reading.

III. Work in pairs. Discuss the following questions. Make your arguments persuasive.

1. Which reading technique do you use for doing a research?

2. Which of the reading technique is more effective with you?

3. Which type of reading is done at a rapid pace?

4. Which type of reading raises a comprehension level?

5. What is your rate of rapid reading in English and in your native tongue?

- IV. Read a page from the book on your speciality against the clock. Check your rapid reading rate. If your rapid reading is between 250 and 300 words per minute, you have to practice hard. If you rate 600 words per minute, you are a good reader. But it is not a limit. You can be a perfect one.
- V. Continue practicing your rapid reading every day. Use selective reading technique and assume whether it develops your ability to analyse, select, and extract vital facts and essential information for your thesis writing.

## TALK SHOP

# Do you Deal with Sciences or the Humanities?

- I. Find a person in the group who is majoring in the same field and discuss your achievements in your research work.
- *II. Exchange the sources of materials you've recently read.*



## FOCUS ON GRAMMAI Academic Syntax

Certain types of sentences are more common to be used in academic writing than in other register.



#### **Noun Complement Clauses**

**That**-clauses functioning as noun complements are used to mark stance in academic prose. In these constructions, the that-clause reports a proposition, while the noun reports the author's stance towards this proposition. There are two primarily kinds of stance information, which express :

• an assessment of the certainty of the proposition after the nouns fact, possibility, claim, notion, assumption, hypothesis, rumor.

e.g. But there remained the very troublesome *fact* that leguminous crops required no nitrogenous manure. There seems to be an automatic *assumption* that a single division on a scale represents a single unit of some kind.

• an indication of the source of the knowledge after such nouns as claim, report, suggestion, proposal, remark, assumption, hypothesis, idea, observation, belief, doubt, hope, opinion.

e.g. Their frustrations were the product of their *belief* that the leadership was not responding adequately to the party's 'crisis'.

1. The following abstract nouns: way, chance, idea, cost, means, method, task, possibility, effect, problem, risk, experience, purpose, result, advantage, form, importance, practice, system take of + ing-clauses.

e.g. Feynman discusses the *idea of putting a lamp between the two slits to illuminate the electrons.* 

2. Nouns *chance, intention* can take both an of + ing-clause and a to-clause.

e.g. Also one increases the *chance of revealing similarities between superficially distinct objects.* 

BOAC never had a chance to establish commercial operations on any scale.

- *I. Look through the book you are reading on your speciality. Find sentences of that kind and analyse them.*
- *II. Make up similar sentences of your own reflecting the basic or critical or different stance on your research topic. Put them down in your notebook.*



#### Linking Adverbs

Linking adverbs serve to make semantic connection between spans of discourse of various lengths, thus contributing to the cohesion of discourse.

III. Observe different semantic categories of linking adverbs in academic writing.

#### 1. Enumeration and addition

For Braverman, Taylor's 'scientific management' rested on three principles. First, management must systematically investigate and acquire knowledge and information < ... >. Secondly, the knowledge acquired by management is used for < ... >. Thirdly, < ... >

Additionally, the serum potassium level may be useful as a differential point.

#### 2. Summation

*Summing up*, it can be stated that language description based on language means complexes and methodological transfer and processing in language material complexes are closely linked.

#### 3. Apposition

*It must be remembered that evaluation usually takes place while another, more primarily activity is going on - namely, that of the service program.* 

A third decision criterion is becoming increasingly popular: the payback period, **i.e.** the length of time it will take for the present value of accumulated net benefits to equal the total capital conversion costs.

#### 4. Result / inference

They need to propel themselves upwards and it is that moment of suspension coming between their force upwards and the force of gravity downwards that is so important. **Thus** it is possible to fly onto and off apparatus as separate tasks.

As a result, Research Paper authors are very much concerned with positioning - with showing that their studies are relevant and significant and have some new contribution to make.

#### 5. Contrast / concession

To acquire English by reading and translating is considered to be an out- of- date method. *Alternatively* the integrated skills development approach has been used. The results, **however**, were insignificant.

#### 6. Transition



In other words, the width of the band of wavelength thus required will be inversely proportional to x; as the latter narrows, the former must widen. Now, de Broglie, when he hypothesized matter waves, related their wavelength to the particle momentum through the equation  $p = h / \lambda$ .

- *IV. Make up sentences of every type with linking adverbs in academic context. Write them down in your notebook.*
- V. Think over your research problem in which you can use as many types of linking adverbs as possible. Make up sentences of your own. Make the situation described sound academic and coherent.

#### VOCABULARY DEVELOPMENT

#### Expressing Purpose, Intention, Result, Cause and Effect

There are different ways of expressing:

a. purpose and intention, using:

• Verbs

I mean / plan / aim / hope to go to Europe for a business trip.

Nouns

*My goal / dream /* (short term) *plan /* (sincere) *hope /* (ultimate) *aim /* (stated) *intention /* (overriding) *ambition is to complete my thesis on time*.

• Adjectives

*I'm eager | keen | determined | resolved | tempted* to visit the Bell Language School in Saffron Walden.

• Noun and verbal phrases

We have high hopes of passing exams successfully. They have no intentions of giving in. John has no thoughts of backing down. I'm toying with the idea of spending summer in the Seychelles.

I've set my heart on getting a digital camera. She harbours a dream of getting married. • Prepositional phrases

She did the course in the hope of getting / with a view to get / with the aim of getting an excellent mark in her English exam.

Verb	Noun
Love affects bringing up.	Love has an affect on bringing up.
Statistics will <b>shape / determine / mould /</b> <b>dictate</b> policy.	Statistics will have a bearing on policy.
This will <b>entail / involve / necessitate</b> further research.	There will be <b>a need for</b> further research <b>as a result</b> / <b>in consequence</b> .
	This will have long-term repercussions / far- reaching implications.

#### b. result, cause and effect

- I. Work in pairs. Think over the situations in which you can express purpose intention, result, cause and effect in different ways.
- II. Make up sentences of your own. Put them down in your notebook.





## WRITING A RESEARCH PAPE

**Step 6 Strategies** 

Writing, Revising and Finalising the Paper

• You have to choose the academic scholarly style.

• Consider the purpose of the paper, focus on your thesis statement. Decide whether you are going to persuade, to inform, to evaluate, to summarize.

- Prepare an outline.
- Structure the paper.
- Write a rough draft.

#### FOLLOW UP

It is important to know how to use your source materials and cite them. There can be MLA and the APA style requirements for partial quotations, full quotations, indented quotations, in-text quotations, and paraphrasing. I. Go to the following websites and learn the international demands to citing, quoting and paraphrasing:

APA style of writing: http://www.apa.org/ Rules for Writers website: www. bedfordstmartins.com/hacker/rules

II. There are the Online Writing Labs (OWL's) where you can find online handouts which cover almost every conceivable aspect of writing, from grammar and punctuation to choosing a title for your paper.

Purdue University's Online Writing Lab:http://owl.english.purdue.edu/

#### Homework

• Read the materials on your speciality effectively

• Be able to speak on your speciality interests

• Learn academic syntax

• Learn the structure and language features of the research article in Practice Book

• Write a research article for an international journal





#### In this lesson

- · Link to majoring fields
- Talk shop
- Search for sources in you field
- Read articles and abstracts in the field of your research
- Write a research paper abstract

## LINKS TO MAJORING FIELDS

- I. Read the texts about American physicists and go to the recommended Websites to read their articles. If you are majoring in a different field, do your search by using the following search engines http:// google.com, http://altavista.com.
- II. Here are some sources on-line for natural scientists: http://www.NewScientist.com, for geographers: http://www.nationalgeographic. com/maps, The New England Journal of Medicine online:http://www.nejm.org
- III. Exchange the other sources you've used with your class mates, discuss your findings.
- *IV. What famous researches do you refer to in your article ( thesis)?*
- V. What is their input in your field?

## READING ON THE MAJORING FIELD



I. Read the Preface by William A. Fowler, President of the American Physical Society, to The Bicentennial Commemorative Volume of The American Physical Society 1976.

#### SELECTED PAPERS OF GREAT AMERICAN PHYSICISTS

American physics is second to none in the world. It was not always so. This volume, issued by The American Physical Society to celebrate the American Bicentennial, contains representative and readable selections of the papers of great American physicists which illustrate the rise of American physics from colonial days through the early years of the twentieth century. This is primarily a commemorative volume with no scholarly pretensions other than fidelity to the original form in which physicists saw the works of their contemporaries. In these reproductions of original papers we are brought closer to the past of our profession and our country.

The roll call is impressive, Franklin, Henry, Gibbs, Rowland, Michelson, Millikan, Compton; a signer of the Declaration of Independence and first great American physicist, a founder and second President of the National Academy of Sciences, the first great American theoretical physicist, the first President of The American Physical Society and the first three American Nobel Prize winners in Physics. The selections stop short of the last fifty years since choices involving living people and their deceased colleagues are difficult to make.

Many American physicists, including all whose papers appear in this volume, studied in Europe or benefited from close personal contacts with European colleagues. In this and many other ways, American physics owes a great debt to the old countries. In providing sanctuary in time of war and strife to many physicists from these and other countries, America has repaid its debt. Most important of all, American physi-cists join with their colleagues throughout the world in the support of free and untrammeled research and teaching and the advocacy of uncensored international exchange of new knowledge in physics and other sciences.

The important role played by applied physics, or "practical" physics in earlier terminology, is a central theme in the early research. Franklin's work on lightning led him immediately to invent and study the lightning rod, while Henry helped put his own discoveries to work. Meanwhile research in pure physics gradually attained adequate support in America; never have more pithy arguments for intellectual enterprise per se been put forward than in Rowland's "The Highest Aim of the Physicist".

Practicality and pure research were leavened, then as now, by good humor. There is fascination and delight in Franklin's "magical picture of the KING (God preserve him)" and hilarity in his description of the electric "party of pleasure on the banks of the Schuylkill." That physics is fun is not a new discovery of our more ebullient contemporaries- Henry devotes a paragraph in his article "On Electro-Dynamic Induction", reproduced here, to physique amusante, albeit with some apology and reticence. It is hoped that others, and young people in particular, will come to share with those of us in physics the fascination, delight and fun of our profession as well as its intellectual satisfaction and practical contributions.



Our knowledge of the physical world is the result of the efforts of many physicists, not just that of the great physicists. It might have been appropriate to select an important paper by a relatively unsung physicist, but this has not been done. We are human in paying our homage primarily to our heroes. Even so there is great satisfaction in knowing that the selected papers in this volume rest on the foundation of the work of many like ourselves.

The American Physical Society has played a growing role in the affairs of physics over the last 77 years. Its traditional function of holding meetings and publishing journals has been augmented in recent years by an increasing involvement in relating physics to public affairs. This involvement will continue to grow during the third century of the Republic. In this Bicentennial year we look back with pride and some nostalgia to the work of our predecessors and at the same time we look forward to the future of our profession as both an intellectual enterprise for the individual and as a practical enterprise for society.

# *II. Answer the following questions about the preface by William A. Fowler.*

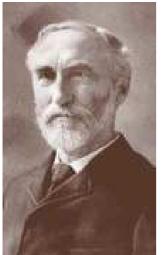
1. What event is the publication of Selected Papers of Great American Physicists devoted to?

2. What is the role of American physicists in the world?

3. What names associated with physics were selected to the volume of great American physicists?

4. What role has the American Physical Society been playing in the affairs of physics?

III. Read about Josiah Willard Gibbs' life and career .



JOSIAH WILLARD GIBBS 1839-1903

In 1900 there were at most a thousand physicists in the world. About one-fourth of these were in the United States, more than in any other single country; American physics had finally come to the level prevailing in the old European nations. Nevertheless American physicists were not making great discoveries as often as their numbers would suggest. This was partly because many of them were in colleges where research was still only tolerated rather than encouraged, and partly because Americans were notoriously weak in theoretical physics.

The case of Willard Gibbs shows that this weakness was due to tradition and training, not to any lack of native talent. Gibbs, son of a Yale professor of sacred literature, descended from a long line of New England college graduates. He studied at Yale, received his Ph.D. there in 1863-one of the first doctorates granted in the United States-tutored Latin and natural philosophy there, and then left for three decisive years in Europe. Up to that time Gibbs had shown interest in both mathematics and engineering, which he combined in his dissertation "On the Form of the Teeth of Wheels in Spur Gearing." The lectures he attended in Paris, Berlin and Heidelberg, given by some of the greatest men of the day, changed him once and for all. In 1871, two

years after his return from Europe, he became Yale's first Professor of Mathematical Physics. He had not yet published any papers on this subject. For nine years he held the position without pay, living on the comfortable inheritance his father had left; only when Johns Hopkins University offered Gibbs a post did Yale give him a small salary.

Gibbs never married. He lived out a calm and uneventful life in the house where he grew up, which he shared with his sisters. He was a gentle and considerate man, wellliked by those who knew him, but he tended to avoid society and was little known even in New Haven. Nor was he known to more than a few of the world's scientists-partly because his writings were extremely compact, abstract and difficult. As one of Gibbs' European colleagues wrote, "Having once condensed a truth into a concise and very general formula, he would not think of churning out the endless succession of specific cases that were implied by the general proposition; his intelligence, like his character, was of a retiring disposition." The Europeans paid for their failure to read Gibbs: A large part of the work they did in thermodynamics before the turn of the century could have been found already in his published work.

Gibbs' chief scientific papers appeared in the *Transactions* of the Connecticut Academy of Arts and Sciences. The articles were expensive to set in type because of their length and their wealth of mathematical formulas, so funds were raised by subscription from Yale professors and New Haven businessmen, few or none of whom could understand the publication they were subsidizing. The Connecticut Academy's *Transactions* were little read, but Gibbs tried to make his results known by mailing many reprints and by publishing a summary elsewhere.

In these papers Gibbs' starting point for analyzing a system was the state of



equilibrium, which (as he pointed out) is characterized by a maximum in the system's entropy. This principle, he noted, was already known to physicists, but "its importance does not appear to have been appreciated. Little has been done to develop the principle as a foundation for the general theory of thermodynamic equilibrium." He proceeded to correct this situation, demonstrating for the first time the uses of the differential relationship in a system between energy U, pressure P, volume V, temperature T, and the entropy S, the last a quantity then scarcely understood: dU = TdS - PdV. Adding terms to allow for variations in the chemical constitution of the system, he derived an astonishing variety of consequences. Many phenomena which had never been within the domain of thermodynamics were now annexed by this equation, including elastic and surface phenomena, changes of phase, and a great part of chemistry.

Once this was completed Gibbs turned to another subject. In 1892 he wrote Lord Rayleigh with characteristic modesty, "Just now I am trying to get ready for publication something on thermodynamics from the a priori point of view, or rather on 'Statistical Mechanics' ... I do not know that I shall have anything particularly new in substance, but shall be contented if I can so choose my standpoint (as seems to me possible) as to get a simpler view of the subject." Ten years later this work resulted in a classic book which put statistical mechanics on a new and more general basis.



By the turn of the century Gibbs was becoming fairly well known, as much for his vigorous and partisan defense of the form of vector notation which is now standard as for his more basic work. But aside from summers spent hiking in the mountains, he continued to the end of his days to spend nearly all his time in work or in walking about the few blocks that included his home and his college. IV. Read the Preface to Elementary Principles in Statistical Mechanics by J. W. Gibbs. To read the preface to his book on statistical mechanics, in which he shows something of his aims and methods, go to the website:

Preface to Elementary Principles in Statistical Mechanics

http://www.aip.org/history/gap/Gibbs/ 01\_Gibbs.html

V. Read about Robert Andrews Millikan's life and career.



ROBERT ANDREWS MILLIKAN 1868-1953

During Robert A. Millikan's lifetime the number of physicists in the United States doubled about every ten years, and the laboratory space and research funds at their disposal grew even faster. Millikan benefited from this trend and worked vigorously to accelerate it. He was of native American stock, raised in the large and cheerful family of an Iowa preacher. At Oberlin College he taught himself the elements of physics, for nobody there knew enough to teach him. Robust and athletic, he considered making a career in physical education until one of his professors persuaded him to go to Columbia University; there his real education began. He next studied in Germany, as was the custom for young American scientists of his generation-during his summer in Gottingen he found more Americans than Germans among the advanced students in the laboratory. While he was there he got a message from A. A. Michelson, offering him a teaching assistantship at Chicago. Millikan jumped at it, although he could have had an appointment elsewhere at twice the salary, for Michelson promised that he could spend up to half his time doing his own research, a privilege not granted at most colleges. At Chicago Millikan began work in various areas such as electrical discharges.

But it was as a teacher and textbook writer that Millikan first made his mark. In collaboration he wrote elementary texts that educated a generation of Americans, and in the classroom he proved to be an outstanding educator. These qualities were valued at Chicago, but not as much as research. Millikan was appointed associate professor only at the age of 38, in a time when the median American physicist became a full professor at the age of 32. He later recalled: "Although I had for ten years spent on research every hour I could spare from my other pressing duties, by 1906 I knew that I had not yet published results of outstanding importance, and certainly had not attained a position of much distinction as a research physicist." He thought of devoting himself wholly to education. But instead he stopped writing textbooks and set out on one last try at a new line of research: the determination of the elementary unit of electric charge.

The Millikan oil-drop experiment was far superior to previous determinations of the charge of an electron. Where other workers had attempted to measure the quantity by observing the effect of an electric field on a cloud of water droplets, Millikan used single drops, first of water and then, when he found these evaporating, of oil. His measurement was off by only 0.5%, and most of this error was due to his adoption of a plausible but wrong value for the viscosity of air. The experiment had broader significance than a simple refinement of a number. Millikan emphasized that the very nature of his data refuted conclusively the minority of scientists who still held that electrons (and perhaps atoms too) were not necessarily fundamental, discrete particles. And he provided a value for the electronic charge which, when inserted in Niels Bohr's theoretical formula for the hydrogen spectrum, accurately gave the Rydberg constant-the first and most convincing proof of Bohr's quantum theory of the atom.

Shortly after the experiment's publication in 1910, Millikan was rewarded with a full professorship. His next set of experiments, on the photo-electric effect, was equally fruitful; by 1915 he had proved that Einstein's formula for this effect was correct-which was against his own expectations.

Early in 1917 Millikan went to Washington to be executive officer of the National Research Council of the National Academy of Sciences, charged with war research on the detection of submarines and other essential problems. This work threw him into contact with the astrophysicist George Ellery Hale, one of America's chief organizers of science. After the war Hale bombarded Millikan with requests to join him at the new and still obscure California Institute of Technology. Since physics was to be the centerpiece of the Institute and since Millikan was promised lavish funds and a free hand, in 1921 he agreed to come. Under his guidance Caltech almost immediately entered the top rank of American research centers. Convinced by his wartime experience that physics must be organized and funded for the benefit of the nation, Millikan soon became well-known to the public as a vigorous spokesman for science and education and a busy moneyraiser; he was also a promoter of the reconciliation of science with religion.

His fame was enhanced by continuing scientific work-above all his studies of the



phenomenon he named "cosmic rays". He stubbornly insisted that these rays consisted in whole or in large part of electromagnetic radiation, but this error did not prevent him from performing or inspiring much work of basic importance. With his collaborator Ira Bowen he meanwhile opened up the field of vacuum ultraviolet spectroscopy. At the same time he continued his outstanding contributions to education, helping administer Caltech and personally attracting and inspiring a constant stream of students. VI. Read the work by R. A. Millikan On the Elementary Electrical Charge and the Avogadro Constant. To read this work, go to the website:

On the Elementary Electrical Charge and the Avogadro Constant

http://www.aip.org/history/gap/Millikan/ 01\_Millikan.html

VII. Read more about American physicists in the Supplementary Reading section to Unit 11.



#### FOCUS ON GRAMMAR

Academic Syntax

The Use of Relative Clauses

Identifying Clauses	Adding Clauses
Most relative clauses are identifying. They are used both in speech and writing.	Adding clauses are rather formal. They are used mainly in writing. An adding clause has commas around. Instead of commas, brackets () or dashes – – can be used.
Do you want a cup of tea <b>that's been brewing</b> <b>for three days?</b> (Conversation)	A shipping group, whose profit dived last year nearly a third, has told shareholders to expect an even lower result for 1993. (News)
There are merchant bankers who find it convenient to stir up apprehension. (News)	<i>Reynolds also appeared as the central Figure in Zoffany's group portrait of all 36 founder</i>
The lowest pressure ratio which will give an acceptable performance is always chosen. (Academic)	<i>members of the Royal academy, of which he was first President.</i> (News)
	This famous picture – which was damaged during the war – is worth thousands of pounds. (News)
A crystal is a piece of matter whose (which) boundaries are naturally formed plane surfaces. (Academic)	They knew that only another planet, whose (which) orbit lay beyond those already recognized, could explain the behaviour of the nearer planets. (Academic)
We also can use <b>it</b> + <b>be</b> + <b>relative clause</b> to give	emphasis.



#### TALK SHOP

#### **Famous Scientists and Researchers**

- I. Work in pairs with those majoring in the same field. Exchange the information you've got on the famous scientists and researchers.
- II. Be ready to inform the whole class about the contribution of scientists and researchers to your field.

#### **RESEARCH ACTIVITY**

- I. Search for sources in your field. Read the articles published in English and the abstracts to theese articles.
- II. Analyse the ways the abstracts are organized.
  - a. How is the research presented?
  - b. How are the results summarized?
  - c. Is the research discussed?
  - d. Is the methodology described?
- *III. Evaluate the type of sentences used in the abstract.*
- *IV.* Pay attention to the use of grammar tenses used in it.
- V. What instances of meta-text(reference to the research) did you find?
- VI. Exchange the information you've got with the whole class.



#### WRITING

#### Writing a Research Paper Abstract

A research paper (or journal) abstract is placed before a research article.

It is a short version of the paper, providing the most important information.

1. Make the abstract easy to read.

a. Use familiar words. If unfamiliar words are necessary, define them.

b. Use active verbs rather than passive verbs.

c. Use short sentences, but vary sentence structure so that the abstract doesn't sound choppy.

d. Use complete sentences. Don't omit articles or other little words in an effort to save space.

2. Be concise.

a. Rephrase ideas from the original article to condense the meaning into fewer words than the original used.

b. Use standard abbreviations.

c. Give information only once.

3. Be exact and unambiguous. Use exact quotes from the article in quotation marks, do not cite by number.

4. Organize the information in the way that will be most useful to the reader. Most readers find that a thesis-first abstract is most useful, that is, start with the thesis, conclusion, or findings, then go on to the supporting data or details.

5. Do not comment on or evaluate the article. An abstract should not be confused with a review.

#### Homework

• Do search in your majoring field

• Read articles on your majoring field either sciences or the humanities

• Analyse abstracts to the articles from the point of view of organising, sentence structuring, accuracy and clearness

• Write an abstract to your own article to the international journal. Observe the strategies of writing abstracts. Follow the recommendations given by the publisher of the journal

• Be ready to talk shop with your class mates on the scientists and researchers and their contribution to their field





## In this lesson

- Listen for the main idea
- Focus on language managing the audience
- Learn how to prepare a presentation at the International Conference
- Learn how to write a proposal / conference abstract
- Learn how to present a report at the International Conference
- Revise three types of Conditionals

## LISTENING



- *I. Listen to the International conference presentation. Define the topic of the presentation.*
- II. Listen to the presentation the second time. Check if the topic you defined is properly understood by you. Define the main points of the presentation. Focus on the language managing the audience. Fill in the chart.

Main points of the presentation	Topic of the presentation	Language managing the audience

## DECIDING WHAT TO PRESENT

- I. To write a good proposal takes a long time. Search for the information in the Internet about the current International conferences relevant to your subject of research.
- II. Brainstorm the topic of your proposal. Read the proceedings of the previous conferences of that one you are going to submit your proposal. Exchange your ideas with your colleagues.
- III. Collect references on the chosen topic.

## READING



- *I. Before reading the text 'Writing the Proposal', answer the following questions. 1. What is a proposal?* 
  - 1. What is a proposal?
  - 2. Do you have any experience of writing a proposal to an International conference?
- II. Read the text. Learn how to write the proposal.

#### WRITING THE PROPOSAL

A conference proposal / conference abstract is to persuade a committee of scholars (usually blind-reviewers) that the project or the topic of your research has the three kinds of merit all disciplines value, namely, conceptual innovation, methodological rigour, and rich, substantive content.

Writing for committee competition is an art quite different from research work itself. A committee usually has to choose among proposals that all possess the three virtues mentioned above.

Choosing your form of writing, you should capture the attention of the reviewer, who constantly scans for clear answers to three questions:

1. What are we going to learn as the result of the proposed research that we do not know now?

2. Why is it worth knowing?

3. How will we know that the conclusions are valid?

The opening paragraph is your chance to grab the reviewer's attention. This is the moment to overstate, rather than understate, your point or question. You can add the conditions and supporting ideas later.

A good way to begin is to state your central point, hypothesis. Interpretation or questions (not rhetorical) are also a good way to begin a proposal. Sometimes the central problem can be defined only in step-by-step argumentation. In this case do not fail to leave the reviewer with something to remember after reading many other proposals and discussing them for hours.

Your proposal should tell the committee not only what will be learned as a result of your project or research, but what will be learned that somebody else does not already know. It is essential that the proposal summarizes the current state of knowledge and provides an up-to-date, comprehensive bibliography. Both should be precise and succinct.

Here are some resource guides which are highly recommended: Dissertation Abstracts International and Social Science Periodical Index. For many disciplines, annual reviews (e.g., Annual Review of Anthropology) offer state-of-the-art discussions and rich bibliographies. Some disciplines have bibliographically-oriented journals, for example Review of Economic Literature and Contemporary Sociology. There are also valuable area studies-oriented guides: Handbook of Latin American Studies. International African Bibliography, etc. Powerful bibliographic searches can be run on CD-ROM databases such as the Social Science Citations Index. Social Sciences Index, and Modern Language Association International Index. Also, on-line databases such as CARL and ERIC, available by library or network access, greatly increase your bibliographic reach.

Citing the importance of the events that provide the subject matter is another and perhaps less dubious appeal. It's crucial to convince readers that such topics are not merely timely, but that their current urgency provides a window into some more abiding problem.

Good proposals demonstrate awareness of alternative viewpoints and argue the author's position address the field broadly, rather than developing a single tendency indifferent to alternatives.

Many committee members are interested in the interplay of diverse traditions. It is a motive to which proposals can legitimately appeal.

Methodological canons are largely discipline-specific and vary widely even within some disciplines. But two things can safely be said about methodological appeal. First, the proposal must specify the research operations you will undertake and the way you will interpret the results of these operations in terms of your central problem. You have to tell how you will achieve the results in the process of research. Second, a methodology



is an argument to why these tasks add up to the best treatment of the problem. Comparing and contrasting ideas has often special appeal.

Write a first draft, revise it, and show it to colleagues. Let it gather a little dust, collect colleagues' comments, revise it again. If you have a chance, share it with a seminar or similar group; the debate should help you anticipate what reviewers will eventually think. Revise the text again. Go over the language, style, and form. Sharpen your opening paragraph so that it drives home exactly what you mean as effectively as possible.

*III. Answer the following questions about the text 'Writing the proposal'.* 

1. How would you persuade a committee members that your proposal should be accepted?

2. How would you begin your proposal?

3. Would you provide a current state of knowledge on the subject and how would you do this?

4. What resource guides are you aware of? Exchange your knowledge with your classmates.

5. How would you persuade the reviewers that your subject matter is urgent and abiding problem?

6. Are there alternative view points on the subject matter? Which of them do you follow?

7. What methods of research are you going to use?

8. What language and style would you use for your writing?

9. How would you structure your proposal?

10. Who and where would you share your revised first draft with?

IV. Below there are conference abstracts written by Ukrainian researchers and accepted at different international conferences in different countries. Some conferences require abstracts to be included in the conference programme. They do not exceed 50 words. Mainly conference abstracts are of one-page length, containing 200 - 500 words and consist of not less than three paragraphs. Read them attentively. Comment on their language, structure and subject matter of presentation.

#### **Discourse Analysis of Contemporary American Prose**

#### (The USA)

#### Abstract for program book:

The presenter analyzes the contemporary literary prose of American writers from the point of view of Discourse Analysis. She gives the theoretical observation of Discourse Analysis and illustrates the results of her practical research.

#### Summary for anonymous reviewer:

This paper deals with the Discourse Analysis of the contemporary literary prose of American writers. According to Teun A. van Dijk, Discourse Analysis is considered as a socio-linguistic category, which deals with the study of text and talk in context. On the one hand, the paper considers the theoretical aspects of Discourse Analysis. On the other hand, it is shown how the issues, taking place in the society, such as feminism, ethnic, social relations and racial inequality are reflected in the language and the text structure of the following writers: James Baldwin, Toni Morrison, Joyce Carol Oates.

The results of comparative research of text categories: cohesion, presuppositions, indirectness, forms of quotations, detail or level description, personality and impersonality used by different writers are illustrated.



Analyses of the texts of the contemporary American writers prove that besides the individual style features, their works reflect belonging to either ethnic (black or white) or sexual (women or men) groups, which are observed in their language and text categories usage.

## **Basic Techniques for Teaching Persuasive Writing within an Academic Setting** (Britain)

The paper focuses on teaching the elements of good argumentation contributing to creating persuasive writing for in-class and web-based activities. The techniques applied for this purpose lead to production of textual clarity in order to influence the reader to accept a certain idea or argue a specific case.

Within an academic setting in L'viv University the students are taught how to organize persuasive writing applying basic methods and strategies described in textbooks by Fawcett and Sandberg (2000), Hacker (2000) and explored and implemented by L'viv University teachers. The methods can be described as presenting facts, referring to an authority, giving examples, predicting the consequences, and answering the opposition. In addition to providing adequate proof for the arguments in order to convince the reader, it is important to pay special attention to the audience. Besides, a variety of strategies in the form of definitions, comparisons, descriptions, analysis of causes, and judgments are of great help for creating persuasive writing and should be applied for teaching.

Special assignments created for developing persuasive writing skills in class and on teacher's web site were incorporated into teaching students of law and language faculties. The presentation will demonstrate the students' activities and discuss the results.

#### Interactive Feedback Strategies for Teaching Writing: Ukrainian Experience (Norway)

The paper focuses on the results of developing interactive assessment techniques and their impact on teaching academic writing to students of language and law faculties in Ivan Franko National University of L'viv, Ukraine. It also demonstrates the effectiveness of the computer technologies usage for elaborating feedback strategies of interactive character.

According to Hacker (2000), Fawcett and Sandberg (2000) and Yakhontova (2002), writing requires adequate skills from the writer to be understood by the reader. To improve writing skills a student-writer should acquire knowledge and gain experience on applying basic techniques of writing to imply clarity of statements and supporting ideas, unity and coherence, good details and well-chosen examples, logical order, conciseness and freshness. The paper shows how self-revising, peer interactions, peer responses and teacher's evaluation through written comments to students, in individual conferences and in teacher's web-site assignments involving elements of cognitive process are used at L'viv University.

The role of teacher's assessment of the development of the students' writing skills is focused on in this paper. The emphasis is put on the interactive feedback strategies characterized by mutual influence of both a teacher and a student on the result of the writing process to promote creating sophisticated realization of the writer's ideas and plans. Besides, it helps the writer to determine new approaches towards expressing the ideas in the most convincing way, to clarify means of creating textual clarity and making writing a persuasive one. When students get teacher's feedback commenting on their drafts' structuring, linking between ideas, describing, defining, exemplifying, classifying, assuming, hypothesizing, comparing, expressing caution, etc. it makes their further writing more sophisticated. To implement described above ideas and to develop the students' writing skills a set of assessment forms and a number of interactive activities for in-class and web-based work have been elaborated by L'viv University teachers.

In academic writing classes, both the teacher and the classmates can play the role of a reader of students' writing. The interactive feedback received from students is also significant and should be developed and constantly applied for teaching. Special assignments have also been created by Lviv University teachers for this purpose. The student-student module activities gave successful results.

The usage of interactive feedback strategies of student-teacher and student-student modules helps to intensify the process of teaching the final draft writing and contributes to expanding critical thinking which, in its turn, leads to amplifying teacher's resources and encouraging teaching process. Providing clarity and understanding between a student and a teacher it motivates further writing development by the students.

The presentation will demonstrate the contribution of L'viv University into developing interactive feedback strategies for in-class and web-based teaching writing and discuss the results.



## PRESENTATION STRATEGIES

When your proposal is complete, start preparing a conference report. When presenting a report at a conference, keep the following in mind:

1. It is important to know your audience. Articulate in a few sentences why your presentation is important and what the audience should learn from it. Make sure your objectives are clear.

2. Give your presentation a beginning, a middle and an end.

3. Provide an overview of the subjects that will be covered. Make separate points and number them. This structure will help your audience to follow what you are saying.

4. Focus on the most essential information first, audience attention wanes with time. Support the theory with the examples from your experience.

5. Think over the format of your presentation. It can be some lecturing, some audience group work, some use of other media (audio-visual aids, slides on an overhead projector). There is also computer software, like Microsoft PowerPoint, which can make your presentation look professional.

6. Have a backup plan in case your equipment doesn't work. Prepare handouts. Give all essential information. Prepare more copies than you think you'll need. Put your e-mail address on your handout.

7. Practice in advance against the clock not to exceed the time limit. Make sure you speak to your audience – don't read to them. Ask at least one person to listen to your presentation and give you feedback.

8. The venue is also important. Go to your room in advance and check the space and equipment.

## **PRESENTATION PRACTICE**

- *I.* Get ready to give a five-minute presentation of your topic of research. Be aware of 'the golden rules of the presentations' according to which you'll be assessed.
- II. Listen to the presentations of the classmates and assess them according to the golden rules of presentations. Every item should be assessed as either poor, satisfactory, good or excellent. Give arguments for your assessment.



## UNIT 12. PROPOSAL WRITING AND PRESENTATING...

### The Golden Rules of Presentations

Assessment	poor	satisfactory	good	excellent
System				
general organisation				
introduction				
ending				
connections				
relevance				
length				
level				
Delivery				
tempo				
volume				
expressiveness				
articulation				
Language				
sentence length				
register / style				
linkers				
emphasizes / minimizes				
manner				
audience contact				
interest				
assurance / confidence				
Body language				
stance and posture				
hands				
eye contact				
facial experession				
appearance				
Visual aids				
number				
design				
relevance				
use				
Overall impression				





## FOCUS ON GRAMMAR

#### CONDITIONALS

There are three types of conditionals. Type 1 — true in the present, Type 2 — untrue in the present. And Type 3 — imaginary, contrary to facts in the past.

	If-clause (hypothesis)	Main clause	Use
Type 1 Real present	If + any present form (Present S., Present Cont. or Present Perfect)	Future / Imperative Can / may /might/must/should + bare infinitive Present Simple	True or likely to happen in the present or the future
	If you practice writing a proposal, you'll do it successfully. If you have once presented at the international conference, you can share your experience with others. If you're not sure, read the instructions again. If you heat the water, it boils.		
Type 2 Unreal present	If + Past Simple or Past Continuous	would /could/ might + bare infinitive	Untrue in the present; also used to give advice, offers and suggestions
	If I had money, I would participate in the International conference.(But I don't have money. – Untrue in the present.) If I were you, I would speak to someone first.(advice) If you needed a ticket, I could get you one. (offer) If you felt like seeing the sights, we could take a bus tour. (suggestion)		
Type 3 Unreal past	If + Past Perfect or Past Perfect Continuous	would /could/ might + have + Past Participle	Imaginary situation contrary to facts in the past; also used to express regrets or criticism
	If we hadn't left so early, we would have missed the plane. If I hadn't fallen ill and missed the interview, I might have got the job.(regret) If you had set your alarm clock, you wouldn't have overslept.		
Mixed types 2 and 3	If I didn't have all this work to do, I would have gone away from it all. If you had planned things at the start, we wouldn't get into a mess.		



- *I. Learn the chart above and make up sentences of your own describing true or untrue to your life situations. Work as a whole class.*
- *II.* Work in pairs. Think for five minutes over the situation in which you can use as many sentences as possible of Conditional Type 2. Put the sentences down in your notebook.
- *III. Work in pairs. Think for five minutes over the situation in which you can use as many sentences as possible of Conditional Type 3. Put the sentences down in your notebook.*

	Wish / if only	
	Form	Use
I wish (if only – more dramatic) (wish / regret about the present)	+ Past tense	Wish / regret about a present situation we want to be different
I wish you worked more effectively.	It's a pity you don't work more	effectively.)
If only I had enough money, I might	<b>go</b> to Vienna for the conference	2.
I wish (if only) (wish / regret about the present)	+ could + bare infinitive	Wish / regret in the present concerning lack of ability
I wish I could drive a car. (But I car	ı't.) I wish I <b>had</b> holidays now. (	But I have so much work to do.)
I wish (if only) (regret about the past)	+ Past Perfect	Regret that something happened or didn't happen in the past
I wish I had attended the seminar la	ust Monday. (But I didn't. It's a	pity I didn't attend it.)
I wish (if only) (impossible wish for a future change)	+ subject + would + bare infinitive	Wish for a future change unlikely to happen or wish to express dissatisfaction; polite request implying dissatisfaction or lack of hope
I wish he <b>would drive</b> more carefull happen.) I wish the group <b>would be</b> more enti I wish you would be more patient wit	husiastic. (The group is not enth	usiastic. – Dissatisfaction.)

*I wish you would be more patient with your employees.* (Please be more patient! – Request implying lack of hope.)

*If only you would try to keep your place tidy.* ( But I'm afraid you won't do it. – Wish implying disappointment.)



Wish or if only are used to express a wish. If only is stronger and more emphatic than wish.

IV. Work in pairs. Learn the chart above. Make up sentences of your own expressing different ways of the use of 'wish' or 'if only'. Discuss your examples with the partner.

#### Homework

• Search for the international conferences in the sphere of your research interests

• Write a conference proposal according to the international standards and conference demands

• Prepare a conference report

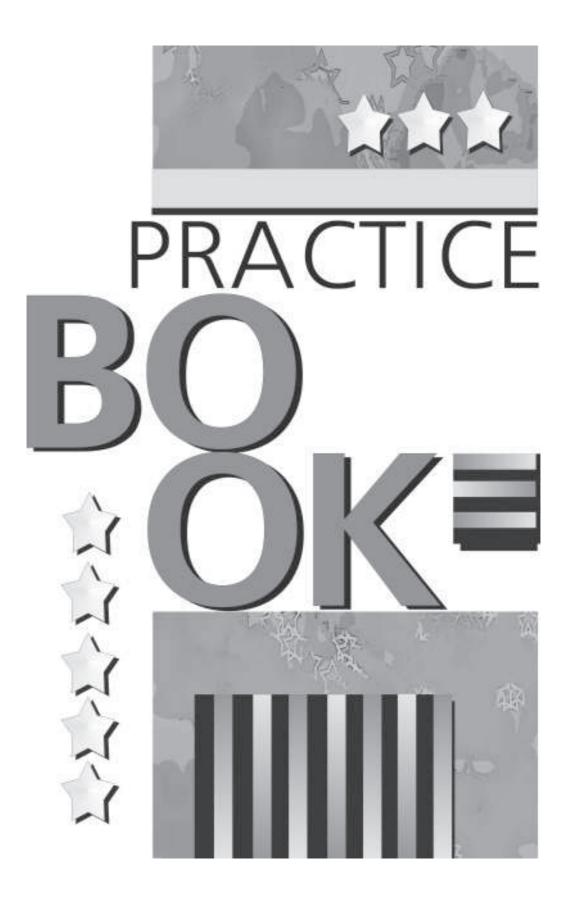
• Be ready to present your report and to be assessed in the class by the classmates

• Prepare handouts or transparences for OHP or PowerPoint presentation

• Revise three types of Conditionals



#### 106







1. Learn the structure and the strategies of a CV writing.

#### Parts of CURRICULUM VITAE

#### NAME: CENTER AND BOLDFACED

<u>ADDRESS</u>: present and permanent (if different), include phone numbers.

JOB OBJECTIVE: should be different for each job for which you apply. The job objective summarizes your reason for submitting the CV (i.e., what position you want) and your qualifications; the rest of your CV should relate to and support your objective. It is perhaps the most difficult part of the CV to write because it should be specific enough to communicate your goals but general enough to encompass the broad functional designations used by organizations.

EDUCATIONAL RECORD: beginning with the most recent, list all schools attended and degrees earned since school. Specify graduation dates. If you are about to complete a degree, include an "expected date of graduation." Indicate major and areas of specializations. You may wish to include a "course highlights" or "major courses" section to demonstrate specific preparation. You may have a separate "Awards and Honour" section. Spell out all the information in this section; do not abbreviate degrees, course titles, etc.

<u>EMPLOYMENT HISTORY</u>: list date, job title, organization for each job. Usually this section is organized in reverse chronological order, that is, beginning with the most recent and working backwards. You may want to list all your work experiences together (chronological style), or you might want to categorize your experiences according to the skills and abilities they illustrate (skills / functional style), or a combination of both (combination style).

• No matter which style you choose, make sure you include a brief description of your work in each position; tasks performed, skills gained, special responsibilities or projects, and promotions or achievements.

• If you have had many jobs, you may want to list only professional (that is, related to your career) employment, and list the rest under "Other" or omit them all together. Part-time jobs gain greater significance if they paid for thirty or more percent of your education.

SPECIAL SKILLS: list skills relevant to your desired career that are not mentioned elsewhere on the CV. Expertise with specific software packages or fluency in foreign languages are examples of the kinds of skills that might be included in this section.

PROFESSIONAL AFFILIATIONS / PROFESSIONAL ACTIVITIES: list your membership in professional organizations (explain what the organization is if it is local or if its title is not self-explanatory). If you have taken an active role in these organizations, describe your involvement.

<u>HONORS AND AWARDS</u>: list any honours you have earned since high school. Include brief descriptions if necessary. If you have two or fewer honours, this section might

109



be combined with the 'Professional Affiliations' or under an 'Honours and Activities' heading.

<u>REFERENCES</u>: do not include references on your CV unless they are specifically requested. State 'References Available Upon Request' and take a typed, complete list of 2-4 references with you to any interview (name, title, organization, relationship, address and telephone number).

#### Writing The Job Objective Statement

#### Remember

The following criteria when composing your job objective statement.

• Your job objective sets the format of your CV.

• Your job objective should tell the employer what you could contribute to the organization, not what you want out of this job (i.e., avoid '*Position that offers variety, rapid advancement, and opportunity for travel*').

• Your job objective can be one (or two) sentence(s) in length.

• Use action-oriented words and phrases.

• Avoid the use of such first-person pronouns as 'I' or 'me.'

II. Learn job objective format, statements and problems. Look through the SAMPLE of job objective statement.

# Job Objective Formats, Statements, and Problems:

SAMPLE FORMAT: To obtain a \_1\_ position in \_2\_ for a \_3-4\_ which utilizes my \_5\_ and \_5\_.

1. Type of position (Management Trainee, Sales Representative, Nurse, Credit Analyst).

2. Type of field (Fine Arts, Operations, Public Administration, Finance, Health, Education).

3. Type of organization (small vs. large; urban vs. rural; public vs. private; local vs. international).

4. Type of industry (Communications, Investment Banking, Electronics).

5. Functional Skills (public speaking, leadership, organization, research, super-visory, computer).

<u>SAMPLE JOB OBJECTIVES</u>: job objectives can be of varying lengths.

#### SAMPLE

#### Job objective

I saw your advertisement for the position of regional finance management consultant of Ukraine Corporate Development Project in the Kyiv Post, April XX, 200X.

I have a keen interest in this position and I'm sure that my professional competence and skills in economics and financial management, wide practical experience, and personal abilities will benefit the project activity in the field of improving the environment for business development in my country.

*III. Write your personal job objective to a position you are going to apply for.* 

*IV. Learn how to describe your work experience.* 

# **Describing Your Work Experience**

#### Remember

The description of your work experience should demonstrate that you have experience and skills that qualify you for the job in question. Often, recent University graduates feel they do not have enough related experience to include in a CV. Don't underestimate yourself. Using the list of action words, write descriptions of your experiences. In your CV, you will need to include a job title, as well as company name, city, state, and dates of employment. If your job did not have a title, select one that best conveys your responsibilities. Remember, you are aiming for an interview. Keep your achievements and experience related to your career object.

EXAMPLE: applying for clerical position Financial Aid Office, Assistant

University of Illinois Office of Financial Aid

Fall 1992 - present

• Facilitated completion of numerous government and university documents regarding financial aid.

• Communicated consistently and effectively with a diverse range of students.

• Demonstrated excellent typing, phone, and written communication skills.

• Effectively resolved many crisis situations.

V. Learn additional examples of work experience description. Think how you can use them in your CV, if any.



#### ADDITIONAL EXAMPLES

- Organized and conducted business meetings for groups of 75 members.

- Learned to work well under pressure and consistently meet strict deadlines.

- Gained poise and confidence while speaking to large groups.

- Developed phone skills, expediting customer grievances quickly and creatively.

- Successfully promoted dorm attendance and activities for 1000 dorm students.

- Participated in engineer studies to review electrostatic discharge safety.

- Typed, edited and finalized legal documents and correspondence on the CPT word processor with speed and accuracy.

- Trained and supervised clerical staff.

- Developed marketing strategies for effective newspaper and media advertising.

- Successfully maintained inventory control.

VI. Read the CV. Decide what you would add or omit in it.



- VII. Answer the following questions:
  - 1. How often do you write formal emails in your own language? Who do you write them to?
  - 2. Do you write emails in English? If 'Yes'', who do you write them to?

3. Is there any difference between formal and informal emails?

VIII. Write an email to your teacher about your first impression on your English classes. Follow the instructions.

Send	
From	
То	
Сору	
Subject	English for PhD classes ( a maximum of 6 words)
Subject Message	<ul> <li>English for PhD classes ( a maximum of 6 words)</li> <li>Keep the email brief <ul> <li>2 - 4 paragraphs for emails is recommended</li> </ul> </li> <li>All paragraphs are left aligned.</li> <li>One idea - one paragraph.</li> <li>It is fine to have only 1 sentence in a paragraph to convey the one idea. Words in a sentence should not exceed 8 words.</li> <li>Structure of the email <ul> <li>a) Opening greeting</li> <li>Eg: DearMr/Mrs + family name</li> </ul> </li> <li>b) Connecting with reader</li> <li>Eg: I got your mail ID from</li> <li>c) Purpose of writing the mail</li> <li>Eg: I would like to enquire about</li> <li>d) Giving Good news/bad news; requests; agreeing to requests</li> <li>Eg: Could you help me in</li> <li>e) Taking action</li> <li>Eg: I would check on the point you have brought out.</li> <li>f) Concluding</li> <li>Eg: We look forward to your support.</li> <li>g) Closing greeting</li> <li>Eg: Yours sincerely,</li> </ul>
	There should be a full signature at the end of professional email. Include your full international contact numbers when writing applications or working with foreign researchers or companies. Note: for reason of privacy most people do not include cell phone numbers, only office numbers. The complete mailing address is often not included.

#### CURRICULUM VITAE

VALENTYNA MARTYNYUK

#### **Personal Details**

XX Chaykovskyi St., XX Apt. 790XX Lviv, Ukraine Phone (home): (+380-322) 296XXXX E-mail: vmart@yahoo.com

#### **Education and Qualifications**

1991	Docent Diploma, L'viv, Ukraine
1990	Docent Degree, L'viv, Ukraine
1987	Defence of the Dissertation 'The title', L'viv, Ukraine PhD Diploma in Linguistics, L'viv, Ukraine PhD in Philology
1984 – 1986	The Ivan Franko State University in L'viv, Ukraine Post-Graduate Courses / PhD Courses Post-Graduate / Aspirant
1967 – 1971	The Ivan Franko State University in L'viv, Ukraine Foreign Languages Faculty

English Department Diploma in Romano-Germanic Languages and Literature

#### **Professional Experience**

1999 – present **Oregon - L'viv University Partnership member** 

11 October -25 November 2002 visit to Oregon, Eugene, AEI & Law School on exchange program

1990 – present **The Ivan Franko National University in L'viv, Ukraine** Associate Professor of the Foreign Languages Department for Humanities (Docent)

#### Responsibilities

- Delivering classes in English for Law and Philology students
- Supervising the research work of four PhD fellow students in Linguistics
- Responsible for the work with PhD students

#### 1996 - present TESOL member

- Writing thesis for the conferences
- 'Discourse Analysis of Contemporary American Prose' proposal accepted for TESOL 2004 Soaring Far, Catching Dreams, March 31-April 3, 2004, Long Beach, California, USA

#### South fruit, catching Dreams, March 91 April 5, 200 1, Eong Beach, cantoning

Summer of 1996 The Bell Language School, Saffron Walden, Britain

Refresher Courses on the new methodology of teaching English

#### 1993 - present the British Council, Ukraine

the British Council member; teacher trainer, part-time staff, Professional Development Team (PDT) member

• Working out and delivering modules for teachers on the British Studies, on teaching reading, writing, speaking and listening

- Delivering outreach seminars in Western Ukraine regions
- Participating and delivering seminars on professional self-development for PDT members

#### 1976-1983 The Ivan Franko State University in Lviv, Ukraine

Foreign Languages Department English Teacher

**Publications:** over 50 publications in linguistics and methodology. Some of the main publications:



### <u>114</u>



- Post-graduate English Teaching Programme Design. Special Third IATEFL–West Ukraine Forum for Teachers of English 'The Future of our Organisation: Strategy, Ways of Cooperation and Integration,' L'viv, 23 November. 2001 P. 15.
- Post-graduate Manual Design. The 7<sup>th</sup> Annual IATEFL Ukraine National Conference. 14-15 December 2001.
- 'Evaluation as a Means of Language Teaching and Acquisition.' 'Integrating Content and Language 2003. 'Meeting the challenge of a multilingual higher education.' Maastricht, Netherlands. 23-25 October 2003.
- 'CALL as an Effective Tool in ELT.' IX TESOL Ukraine Convention: Building Cross-Cultural understanding Through ELT, January 29-31, 2004, Horlivka State Pedagogical Institute of Foreign Languages, Ukraine.

#### Training

Online distance education course **Computer Assisted Language Learning** (CALL): Incorporating Information Technology Resources in English Language Teaching University of Oregon, American English Institute, February 11 – March 8, 2002

#### Skills

IT Windows, Internet, Outlook Express, Power Point Languages Proficient in Russian, Ukrainian, English, good French

> Signature: Valentyna Martynyuk Date: 21 May 2005

VII. Write your own CV. Follow all above strategies.



I. Match the parts of proverbs about a job

1. A bad workman	a. the sun shines.
blames	
2. If a job is worth doing	b. spoil the broth.
3. Make hay while	c. his tools.
4. Many hands make	d. catches the worm.
5. Too many cooks	e. it's worth doing well.
6. Early to bed and early	f. for idle hands.
to rise	
7. Never put off till	g. make Jack a dull boy.
tomorrow	
8. The devil makes work	h. makes you healthy,
	wealthy and wise.
9. All work and no play	i. what you can do today.
10. The early bird	j. light work.

- *II. Fill in the gaps with verbs in brackets in the proper tense form.*
- *1.* What a wonderful weather we are having! Why \_\_\_\_\_ for a walk.? (to go)

2. It's the third time he \_\_\_\_\_ the meeting. (to miss)

3. My dissertation \_\_\_\_\_ of three parts. (to consist)

4. Since I met her, I \_\_\_\_\_ never \_\_\_\_\_ her lose temper. (to see)

5. I \_\_\_\_\_\_ to London. (to be)

6. We \_\_\_\_\_\_ to London in 1996. (to go)

7. He looks tired, he \_\_\_\_\_ hard all day long. (to work)

8. We \_\_\_\_\_ to Oregon for about 24 hours. (to fly)

9. The number of PhD students speaking English fluently \_\_\_\_\_ in Ukraine. (to increase)

10. The PhD students \_\_\_\_\_\_their English classes three times a week. (to have)



III. This is the characteristics of Andrew Colehan (the UK), the trainer of the seminar Communication Mastery, delivered in Kyiv 5/11/2004.

Andrew Colehan is a self-motivated, confident communicator with excellent presentational skills. A professional who has extensive specialist skills gained in the Training, Education, and HR environment. He demonstrates self confidence, initiative and strong influencing skills and a pragmatic approach to moving an organization forward, through the development and implementation of solution, focused training within a Corporate / professional services environment. He has a background in Psychology and Education; is a qualified Yacht Master, Mountain Instructor and Cave Leader. He established International Results in 1997 and is now a successful international consultant, trainer and author working with a variety of multinational blue chip organizations in Europe, the USA, Russia, and Ukraine. His short list of clients including British Aerospace , Sony, PepsiCo, Arcadia, Ministry of Atomic Energy of the Russian Federation, Siemens, Cephalon, Compaq Computers, Barclays International. etc.

*IV. If you were Andrew Colehan how would you write his personal profile according to the following structure?* 

Personal Qualities

Key Skills

V. Look at the structure of a Letter of Application (Covering Letter).

Address of the addresser

The date



Address of the addressee

A letter of application is a formal one that is why it is written according to the rules of a formal letter.

#### Start with

Dear Mr/Mrs/Miss/Ms + family name (you use Ms when you don't know if the woman is married or not)

Dear Dr / Professor + family name

*Dear Sir* (=used when you don't know the man's name)

Dear Madam (=used when you don't know the woman's name)

*Dear Sir or Madam* (=used when you don't know if you are writing to a man or a woman) *To Whom it may Concern* (=used when you don't know the person's name)

I am writing to ask whether / to say that...

I am writing in reply to your advertisement...

*Please could you send me / I would appreciate it if you could send me / I would be grateful if you could send me...* 

*I would like to apply for the job / the scholarship of \_\_\_\_\_ as advertised in \_\_\_\_\_ (give the source of the information).* 

Then give information about yourself and your background, and why you would like to get this position or a scholarship.

*My* qualifications and experience are further described in the attached / enclosed CV (*Resume*). *References can be obtained from:* 

(There can be two or three references)

The ending of the letter can be:

I look forward to hearing from you. / I would be grateful if you could let me know if you can employ me as soon as possible. / I would be pleased to meet with you to discuss employment opportunities.

*Should you require any additional information, please do not hesitate to contact me.* (Give your contact phones and / or e-mail.)

#### End with

*Yours sincerely*,(= used in British English when you know the person's name) *Yours faithfully*,(= used in British English when you don't know the person's name) *Yours truly*, (= used in American English) Sign the letter

Iryna Marchenko

VI. Write a letter of application. Follow writing strategies and observe the structure.



### **Nationality Stereotypes**

- I. Make a character profile for your nationality.
- II. What adjectives will you use to make such a profile?
- III. What opinions do you think foreigners have of your national character?

Adjectives describing character. Decide which of them are 'Positive', 'Negative' or 'Neutral'

Positive	Negative	Neutral

Determined, thrifty, economical, frugal, self-assured, assertive, generous, oldfashioned, lively, arrogant, modest, romantic, tolerant, provincial, genuine, attractive, racist, down-to-earth, polite,

Whi

1.

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

open, superficial, egalitarian, distant, reserved, cosmopolitan, conformist, suspicious, conformist, easy-going, narcissistic, behind-the-times, indivisophisticated, welcoming, dualist, trustworthy, narrow-minded, forwardthinking, sensitive, melancholy.



### **Opinions about countries and** nationalities

Flag of the European Union



- IV. Look at the survey 'What do Europeans really think of each other?'
- V. Express your opinion about the European countries

ich country was thought to			
. have the best quality of life			
. be the best place for a holiday	Austria	Greece	Ireland
. have the most attractive people	Spain	Sweden	Finland
. have the most trustworthy people	Italy	Denmark	
. have the nicest, most fun people	Germany	Portugal	Luxemburg
. have the highest standard of living	The United	Belgium	
. produce the best quality goods	Kingdom		
. have the worst food	France	Holland (The	
		Netherlands)	



I. Complete the sentences. Use the repeated comparatives to say that something is changing continuously. The first sentence is done for you.



1. It's becoming *harder and harder* to find a job. (hard)

2. The work is getting ...... in the process of doing. (interesting)

mobile phones and computers .(many)

- II. Choose two topics and write down a paragraph about recent trends in your country. Use the expressions to describe trends.
  - Technology
  - Education
  - Science
  - Research

#### E.g.

The use of the IT at the educational establishments is increasing. The number of computers per person is gradually rising. More and more PhD students are getting access to the Internet for their research. They are using on-line journals on their majoring subjects. III. Read a chapter of the book on your speciality and write a summary of 1/3 length of the chapter. Mind the Summary Conventions.

#### **Summary Conventions**

1. Summaries can range in length from two sentences to several pages. In any case, use complete sentences to describe an author's general points to your reader. Don't quote. Otherwise you have to use quotation marks and document the quotation. If you fail to document the quotation, even one word that the author used, you are plagiarizing material (presenting another person's information as if it were your own).

2. A summary must have an introduction which clearly states the title, the author's last name, the source from which the text is taken and the subject the summary is concerned with.

e.g. 'Joseph Campbell in his book 'The Masks of God: Creative Mythology' \* states that the term the 'masks of God' means those transformations and images in which a person tries to have a better relationship to the world'.

Or 'David M. O'Brien in his book 'Storm Center / The Supreme Court in American Politics /' deals with the Supreme Court's role in American politics.' \*\*

<sup>\*</sup> Campbell, J. (1968). The Masks of God: Creative Mythology. New York: Penguin Books.

<sup>\*\*</sup> O'Brien, D. M. (1986) Storm Center. The Supreme Court in American Politics. New York , London: W.W. Norton &Company.

3. Use the present tense (often called the historical present tense) to summarize the author's argument.

'The author (David M. O'Brien) analyses the political struggles among the justices and between the Court and rival political forces in the country. The main idea of the book is that the justices constitute a kind of secular priesthood, yet the Court is not a meritocracy.'

'Donald Ward in his book 'The Divine Twins. An Indo-European Myth in Germanic Tradition' researches the origin and functions of mythological Divine Twins in German folklore tradition, involving folklore and mythological materials of other peoples that take their origin from the Indo-European area. Donald Ward traces the developing of this image in archaic culture and folklore of Indo-Iranians, Celts, Scandinavians, Baltic, and Slavs.'

- IV. Follow the above conventions while writing a summary of a chapter of a book on your speciality.
- V. Make a written translation of five paragraphs of the text on you speciality. Pay attention to infinitive and participle constructions.





## **Reported Statements – Tense Change**

Change the tense in the reported speech. Explain this change. The first one is done for you

Direct Speech	Reported Speech	Tense Change
1. 'I want to write a	He / she said (that)	Present Simple becomes:
research article.'	he / she <b>wanted</b> to write a	Past Simple
	research article.	
2. I'm doing a research on		
investing in the economic		
growth.		
3. I've entered the post-		
graduate courses to write		
thesis in physics.		
4. I read a lot of books on my		
speciality when I was a		
graduate.		
5. I was trying to narrow the		
topic of my research.		
6. I' <b>ll help</b> you to write an		
introduction.		
7. I can write a summary of		
the book.		
8. I may not know the details		
of the subject.		
9. I must complete the		
research on time.		





*I. Write the following sentences in Reported Speech.* 

1. 'Where have you been?' he said to me.

2. 'We have never written so many exercises in English.' the student said to her teacher.

3. 'Go to your room and stay there!' said his father.

4. 'I'll marry you.' he promised her.

5. 'What size shoes do you take?' the shop assistant said to him.

Indirect questions are asked for the information or advice. They are introduced with: *Could you tell me...?, Do you know...?, I wonder..., I want to know..., I doubt...,etc.* and the verb is in the affirmative.

Reported questions are used to report someone else's questions, suggestions, offers or requests.

Direct questions	Reported questions	Indirect questions
He asked me, 'Shall I phone	He asked me whether he	I wonder whether to phone her /
her?'	should phone her.	whether I should phone her.
He asked me, 'What time is it?'	He asked me what time it was.	Do you know what time it is?

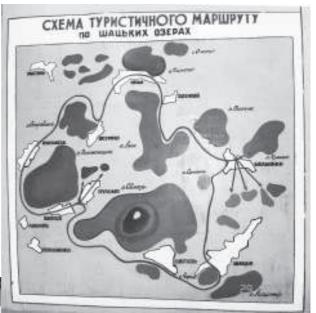
II. Ask indirect questions. Mind the difference between indirect and reported questions.

- 1. Where is the post-graduate courses office? ( Do you know...)
- 2. Is this correct? ( I doubt...)
- 3. What is the current local news? (I want to know...)
- 4. Do we have to read the newspapers in English? (Could you tell me...)
- 5. Can you speak French? (I wonder...)





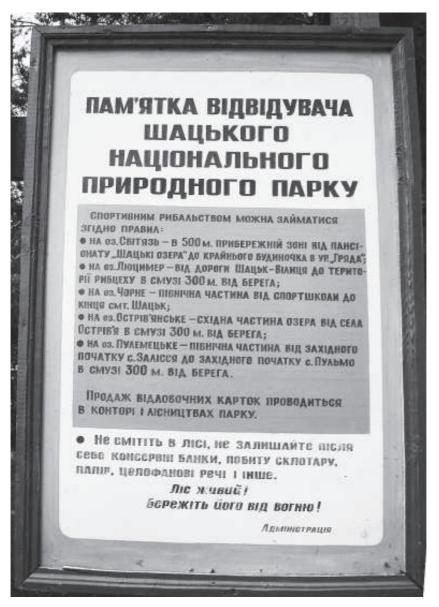
I. Look at the tourist route of the Shatsk National Park, Volyn Region in Ukraine. Choose the lakes you would like to visit. Find this territory in the map of Ukraine.





L CBITG35	30.0	0.3	4.8	6.9	58.4	27.5
2. ПУЛЕМЕЦЬКЕ	15.9	6.0	3.6	4.1	19.2	16.4
а Луки	21,4	5,9	3.1	21	3,2	6.8
4. ПЕРЕМУТ	5.0	1,8		2,2	6.7	1,5
5. Люцимер	6,8	3,1	1,9	4,4	11,0	
6. OCTPIB'SHCEKE	9,3	2.6	1.7	2,3	3.8	
7. TICOUHE	5,6	1,9	1.6	6.9	16.2	
в. Кримне	6.3	2,2	1,0	2,9	5,5	
Q. HOPHE (MIR EADER		1.4	0,8	3,0	5,0	
10 Соменець	3,0	1.2	0,6	1.7	28	
IT. MOWHE	2,2	0,6	0.6	20	3.0	
12. Чорне Мале 13. Климівське	2,1	0.9	0,6	12	25	1117501
A OSEPHE	2,0	0.7	0.4	15	3.0	001233751
IS KAPACHHELLE	2.0	0.9	0,9	1,6	30	· · · · · · · · · · · · · · · · · · ·
6 DOBLE	15	0.6	0.5	1,1	1,8	100 Marco
а довге 17. Плотиче	2.7	1.2	0.4	1.4	3.0	0.00.000
18. Линовець	19	0.6	0,5	0.5		0.3
19 KPYLNE		0.5	04	1,6		0.000
0. LEDACHMOBCHKE	1.5	05	0.3	1,0	2.0	0,1
Пявочне	·	0.2	0,2			0.03
2. HAKPAHHE	0.2	0.1	0,1		-	0,01
< UMAPARINE	9,5	0,2	0,2			0,02

II. Look at the chart of Lakes of the National Park of Volyn Region. Speak about the characteristics of the lakes you have chosen. *III. Look at the rules which are to be observed to preserve this conservation area while visiting the National Park. Translate them into English.* 



V. Make up sentences giving and refusing permission with **may**, **can** and **can't** and **be allowed** and these verbs: drop, smoke, park, put out the fire, shout, make noise, fish. The first two are done for you.

e. g.

- 1. You can't drop litter in the forest.
- 2. You are not allowed to put out fire in the park.



I. Write down the proper grammar forms to express intentions, plans, official arrangements. Pay special attention to the underlined words.

1. Andrew <u>intends</u> to complete his article to the international journal on Friday.

Andrew: I.....

2. Liudmyla has <u>arranged</u> to visit her dentist tomorrow morning.

Volodya: The train .....

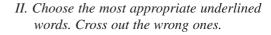
4. George is <u>predicting</u> the increase of

fuel price.

George: .....

5. The secretary informs about the <u>official arrangement</u> of the President to address the nation.

The secretary: .....



1. She looks very pale. I think <u>she'll</u> / <u>she's going to</u> faint.

2. <u>I'll / I'm going to</u> do that for you, if you like.

3. What sort of job do you think you will do / will be doing when you defend your thesis?

4. She asked if I <u>would / will be</u> so kind as to give her a lift.

5. <u>I'll be</u> / <u>I'm going to be</u> a lecturer in economics when I'm through with my study at PhD courses.

6. We'll be in plenty of time providing the traffic is not / will not be too bad.

7. 'There is no milk in our fridge.' '<u>I'll</u>/ <u>I'm going to</u> buy it on my way from work.'

8. The two Prime Ministers <u>are to</u> / <u>shall</u> discuss the current economic situation.





I. Fill in the gaps in the sentences with the following words in the proper tense: quarter, consent (n,v,3), deprive (2), property, compel (3), search.

1.Troops of Napoleon \_\_\_\_\_ in the villages.

2. He was chosen leader by general

3. Those trees that	a house
of light are going to be cut off.	

4. Silence gives \_\_\_\_\_.

5. The whole village went in \_\_\_\_\_ of a missing child.

6. What would a student do if he were his books?

7. He has a small \_\_\_\_\_ in the Crimea.

8. His conscience \_\_\_\_\_ him to confess.

9. The rescue team started a \_\_\_\_\_\_\_ for a missing aircraft in the early morning.

10.He was \_\_\_\_\_ by illness to resign

11. Her parents refused their \_\_\_\_\_\_ to the marriage.

12.Can they \_\_\_\_\_ obedience from us?

# *II.* Suggest the Ukrainian for the following words and word collocations.

The Preamble; the Bill of Rights; widespread dissatisfaction; to contain guarantees of certain basic freedoms and individual rights; to consolidate; the Congress; amendments; an important democratic gain for the people; civil rights; to be deprived of life; a criminal case; judicial and lawenforcement practice; to abridge freedom of speech of the press and of the right to petition.

# III. Arrange the following in pairs of synonyms.

Provide, shorten, , supply, offer (v), force (v), propose, violate, unite (v), consolidate, important, enumerate, significant, consent (n), property, count (v), agreement, possessions, compel, break (v), abridge, edict, outright, decree, complete.





Types of research papers vary. Literary criticism, linguistic essay differ from a paper in biology, chemistry or mathematics. There are theoretically oriented articles and articles reporting the findings and the results of the investigation.

*I. Learn the structure and focus on language features of the research article.* 

Structure	Language Focus
Introduction	
Statement of the problem	Many researchers / investigators have recently turned to It is now generally recognized, accepted that The study of has become an important aspect of
Review the history of the problem, analyse the sources dealing with this research area	Jones (1987) concluded / concludes / has concluded that Jones's research shows that (Jones 1987).
Extent the problem by indicating a gap in the previous research, analy- zing the trends and approaches to the problem	However, previous research has a. concentrated on x b. failed / neglected to consider x c. overestimated / underestimated x. However, little research / few studies
Thesis statement	In this paper an attempt is made to formulate The purpose of this paper is to This paper describes and analysis The aim of the paper is to This paper reports on the results obtained
Secondary statements	In addition, Additionally, A further reason for
Methods Description of methods, procedures, approaches used in a research	We examined Each occurrence was identified It was classified The category was interpreted We included / counted
<b>Results</b> The findings are described, accompa- nied by variable of commentary: justifying the methodology, inter- preting the results, commenting on the data calling for further research	As can be seen in / from the Table 1 / the data, As demonstrated by the graph, are shown / provided / summarised / demonstrated in Table 2. Figure / Table / Graph 1 indicates / shows / suggests that Figure / Table / Graph 1 illustrates, presents, reveals
<b>Discussion</b> Background information on the results of the research	The overall results indicate In general, this research shows On the whole, this paper focused on / investigated / explored
<b>Conclusion</b> Summary of the findings and results Theoretical / practical implications Plans for future research	In the main this research provides implications for Further research is needed to verify We advocate further research on



II. Write the first draft of the article. Mind the structure, academic syntax and vocabulary.
III. Read your paper out loud to yourself. See if the arguments are coherent, logical and
IV. Revise and proofread. Write the second and the final draft of your article.





I. Write an abstract of your own article to the international journal. Use the following structure.

• State the current knowledge in a research problem.

• Indicate the main purpose or main features.

- Describe its methodology.
- Summarise the results.

• Discuss the research by drawing conclusions and / or giving recommendations.

II. Read the abstract to the article 'Genre Analysis of the Contemporary American Women Writers' Discourse' and define its structure. The article considers different approaches and methods of genre analysis. It observes some criteria of analysis of the women discourse. The research aims to observe the generic categories of discourse analysis and women discourse. It points out how important for analyst it is to have social background of cultural differences to distinguish communicative purpose of contemporary American women writers' discourse.

Key words: genre analysis, communicative purpose, contemporary women writers, women discourse.





### Submission Instructions for Paper Proposals

# I. Learn the submission instructions for paper proposals.

The abstract of the paper must be electronically submitted using a web form. You will get a confirmation by email after you have submitted your proposal.

To submit a paper proposal you should read the following instructions below referring to the web form.

1. *Contact Person*: The Contact Person will receive the result of the reviewing process. Write complete address information, phone, fax number and email address. The email address needs to be typed twice for accuracy.

2. Title of paper.

3. *Authors' names*: The names of all authors of the paper, including their institutional affiliation. If the number of authors is more than 6, please use the 'Remarks' field to mention the other authors. All 3 author fields are required.

4. *PC Member*: Please indicate if any of the authors of your paper is a member of the Program Committee.

5. Abstract + Keywords: The word limit for your abstract is 500 words. The keywords will be used for the selection of reviewers.

6. *Main Topics*: Please select only a maximum of 3 topics for your paper submission.

7. *Remarks*: Use this field if more than 6 authors have contributed to the abstract you submit or if you have any other remarks.

8. After clicking the 'Submit data' button your data is checked for consistency. If not

all required data is there, the missing parts will be pointed out to you. In that case, use the 'Back' button of your browser to return to your submission form, fill in the missing parts and re-submit. A table will be displayed with the data as we have received it. The Contact Person will receive an email confirmation of the submission.

II. Write an abstract on the chosen theme. Follow the instructions on writing proposals in the Course Book, Unit 12.

	Name	
	Address	xx Doroshenka Str., xx Apt., 790XX Lviv, Ukraine
Contact Person	Phone	380 (0322) xx xx xx
	Fax	
	Email	xxxxxxxx@ahoo.com
Title		
Author 1	Olha Xxx Ivan Fran Ukraine	xxxxxx ko National University of Lviv,
Author2		Xxxxxxx ko National University of Lviv,
Author is PC Member	No	
Main Fields		
Other Main Fields		
Abstract		



III. Fill in the gaps in the Proposal Form according to the instructions given in Ex. I.

*IV. Read the proposal of the workshop to the International Conference. Comment on the structure, the tense use, and the use of phrases.* 

#### CALL as an Effective Tool in ELT

The paper deals with the demonstration of CALL resources in ELT at higher educational establishments and considers the ways of their usage for the development of students' skills to facilitate cross-cultural understanding.

It is obvious that Internet technologies open broad new perspectives in ELT. University students are becoming more aware of the opportunities they can get using Internet for their research, language improvement and skills development. Besides, there is a variety of available CDs, which are valuable for both teachers and learners.

The focus is made on the use of the most popular Websites as teaching resources. (The list of websites is offered). The varieties of Web-based activities for grammar practicing and revision, vocabulary enhancing, reading and writing skills developing, preparation of international news presentations, and cross-cultural problems discussions are demonstrated. Evaluation criteria of certain websites are presented.

The set of strategies for using websites in computer lab under the teacher's guidelines and out of class are illustrated. For example, getting prepared for international news presentations the students are preliminary taught how to search for the website in computer lab, then they choose the country they are interested in. They look through the news information and select the one they would like to present as a speech. The chosen news can be printed as "a printed version" or saved on the hard disk (floppy) for further study. The next stage is a speech preparation. The students can use either printed version of the article or read it from a floppy in computer club or at computer lab after classes. The motivation of such a work is very high as far as the news is always up-to-date and chosen by the students to their liking and interests.

It is also shown how effectively Internet resources can be used for practically every lesson planning. The students are getting home assignment "to go to a certain website" and fulfill the task. The online class management with the help of the teacher's personal website is demonstrated. Strategies for distance ELT are suggested.

The access to the authentic material through Internet broadens the students' knowledge about the countries, people and traditions of the target language and facilitates crosscultural communication.

The incorporation of the computer technologies as a new tool into University curriculum corresponds to the requirements of modern life, reflets the achievements of education and makes teaching and learning more effective and interesting.

*II.* Before writing a proposal to the chosen International conference, learn some more tips on the aim, language and structure.



Purpose / Aim: A proposal should aim to

1. define a problem (which includes a lack) of some sort,

2. offer an answer, which can be a detailed solution, a hypothetical plan, or just a thoughtful suggestion for further evaluation and research.

Language / Diction: Use clear, active language and embed details into your sentences. Avoid rhetorical flourishes, but don't make the language overly simple.

<u>Structure / Form</u>: Format is more important to a proposal than to, say, a formal argument or even an editorial. Proposals of the most varied kinds can include the following in order to ensure readability:

1. Explicit title & careful layout;

2. Bulleted items in paragraphs;

3. Explicit subheadings;

4. An introduction, body, and conclusion.

Other Tips

1. Title: The title serves to state the problem (thesis) of the proposal. Say what you need to, but don't make it too long. Don't be catchy, as with titles for essays or editorials.

Centre titles and subheadings, use wide margins, number pages, double-space typeface.

2. When necessary, bullet paragraphs (don't do it to avoid writing complete sentences, though). Bullet with circles (•), asterisks (\*), dashes (-), or numbers (1., 2.), etc.

3. Introduction, body, and conclusion. In an introduction, you should consider, in some fashion, most of the following:

• the subject and purpose of the proposal

- the potential problems of the proposal
- the needs of the readers
- their benefits from the proposal
- the qualifications of the proposal writer
- the sources used
- the scope

In the body, you should consider the methods, materials, facilities, necessary research, etc. In the conclusion, you should request action, even if it's just to think about a problem anew, and suggest some orientation toward the future.

*III. Write a proposal according to the international standard arrangements and formats.* 

*IV.* Prepare a presentation according to the following rules.

1. Decide what you are going to say to your audience.

2. Find out who you are talking to.

3. Structure your presentation clearly.

4. Choose the right equipment to make your talk interesting.

5. Find out about the room you are talking in.

6. Practice your presentation in advance.







Read the article and discuss it.

#### **REVITALIZING LANGUAGES**

**David Crystal** discusses language life, death, and resurrection

A language dies only when the last person who speaks it dies. Or perhaps it dies when the second-last person who speaks it dies. For then there is no one left to talk to.

There is nothing unusual about a single language dying. Communities have come and gone throughout history, and with them their language. Hittite, for example, died out when its civilization disappeared in Old Testament times. But what is happening today is extraordinary, judged by the standards of the past. It is language extinction on a massive scale.

#### The Size of the Problem

According to the best estimates, there are some 6,000 languages in the world. And of these, about half are going to die out in the course of the next century: 3,000 languages, in 1,200 months. That means, on average, there is a language dying out somewhere in the world every two weeks or so.

#### How do we know?

In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, obviously that language is bound to die out soon. And we have to draw the same conclusion if a language has less than 100 speakers. It is not likely to last very long. A 1999 survey has shown that 96% of the world's languages are spoken by just 4% of the people. No wonder so many are in danger.

1

Why are so many dying?

The reasons range from natural disasters, through different forms of cultural assimilation, to genocide. Small communities in isolated areas can easily be decimated or wiped out by earthquakes, hurricanes, floods, and other cataclysms. A habitat may become unsurvivable through unfavorable climatic and economic conditions-famine and drought especially. Communities can die through imported disease. Cultural assimilation is an even bigger threat. Much of the present crisis stems from the major cultural movements, which began 500 years ago, as colonialism spread a small number of dominant languages, such as English, Spanish, Portuguese, and French, around the world. Can anything be done? Plainly it's too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Often, where languages are seriously endangered, there are things that can be done to give new life to them. The term is revitalization.

Why Should We Care?

Once a community realizes that its language is in danger, it can get its act together, and introduce measures, which can genuinely revitalize. Everything has to be right, of course, for there to be a likelihood of success. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to be funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language down on paper.

That's the bottom line: getting the language documented—recorded, analyzed, written down. The obvious reason for this is educational—the need for literacy. People must be able *to* read and write, if they or their language is to have a future in an increasingly computer-literate civilization.

But there's a second reason, and this is all to do with why we should care about dying languages at all. We should care for the very same reason that we care when a species of animal or plant dies. It reduces the diversity of our planet. We are talking about the intellectual and cultural diversity of the planet now, of course, not its biological diversity. But the issues are the same. Enshrined in a language is the whole of a community's history, and a large part of its cultural identity. The world is a mosaic of visions. To lose even one piece of this mosaic is a loss for all of us.

We can learn so much from the visions of others. Sometimes the learning is eminently practical, such as when we discover new medical treatments from the folk medicine practices of an indigenous people. Sometimes it is intellectual—an increase in our awareness of the history of our world, as when the links between languages tell us something about the movements of early civilizations. And of course, very often we learn something new about language itselfthe behavior that makes us truly human. That is why it is so important to document these languages as quickly as possible. With every language that dies, another precious source of data about the nature of the human language faculty is lost-and there are only about 6000 sources in all.

### "People must be able to read and write, if they or their language is to have a future in an increasingly computerliterate civilization."

#### Can It Be Done?

Can we save a few thousand languages, just like that? Of course, if the will and funding were available. So how much would it cost? It is not cheap, when you think of what has to be done—getting linguists into the field, training local analysts, supporting the community with language resources and teachers, compiling grammars and dictionaries, writing materials for use in schools—and all over a period of several years, because it takes time, lots of it, to revitalize an endangered language. Conditions vary so much that it is difficult to generalize, but a figure of \$100 thousand a year per language cannot be far from the truth. If we devoted that amount of effort over three years for each of 3,000 languages, we would be talking about some \$900 million.

Shall we be neat, and say a billion dollars? It sounds like a lot. But we must put it in perspective. It is equivalent to just over one day's OPEC oil revenues, in an average year. Or a fraction of the profits of the major computer organizations. I often fantasize: wouldn't it be fine if the companies which have most fostered the linguicidal consequences of globalization in the last century should be the ones to save the world's languages and cultures from extinction in this one? It could be done.

There are very few success stories so far, because the money and political will have not been there, and in many cases it is too soon to say whether long-term survival is certain. But there are some famous cases of what can be done when both will and means are present. Probably the best known is Modern Hebrew, resuscitated to serve as the official language of modern Israel. Then we have the case of Welsh, alone among the Celtic languages in not only stopping its steady decline towards extinction but (in the 1991 census) showing signs of real growth. The status of Welsh is protected by two Language Acts now, and its presence is increasingly in evidence wherever you travel in Wales.

On the other side of the world, Maori in New Zealand has been maintained by a system of so-called "language nests", first introduced in 1982. These are organizations, which provide children under five with a domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests, and that as they grow older they will in turn become role models to new generations of young children.

There are cases like this all over the world. A similar language immersion program has been used in Hawaii, with promising results for Hawaiian. The same applies to Tahitian (in Tahiti) and Yukagir (in Siberia). In North America, Navajo, Seneca, and Mohawk are among several Indian languages, which have begun to benefit from a "bottom-up" reawakening of interest by local communities, along with "top-down" political support, in the form of measures guaranteeing language rights. And when the reviving language is associated with a degree of political autonomy, the growth can be especially striking, as shown by Faroese, spoken in the Faroe Islands, after the islanders received a measure of autonomy from Denmark.

Several seriously endangered Aboriginal languages of Australia have been maintained and revived, thanks to community efforts, work by Australian linguists, and the help of local linguistic and cultural organizations. And if good descriptions and materials are available, even extinct languages can be resurrected. Kaurna, from South Australia, is an example. This language had been extinct for about a century, but had been quite well documented. So, when a strong movement grew for its revival, it was possible to reconstruct it. The revised language is not the same as the original. of course. It lacks the range that the original had, and much of the old vocabulary. But it can nonetheless act as a badge of present-day identity for its people. And as long as people continue to value it as a true marker of their identity, and are prepared to keep using it, it will develop new functions and new vocabulary, as any other living language would do.

It is too soon to predict the future of these revived languages, but in some parts of the world they are attracting precisely the range of positive attitudes and grass roots support, which are the preconditions for language survival. The interest can be seen in Britain, in the form of enthusiastic revival movements supporting Cornish and Manx, whose last mother-tongue speakers died out many decades ago. In such unexpected but heartwarming ways might we see the grand total of languages in the world minimally increased.

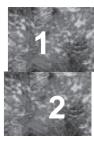
#### An Eternal Loss

Saving languages is expensive, time-consuming, and energetic work. But it is immensely worthwhile. It is difficult to convey the sense of joy and pride that people feel when they realize that their language will live on. And conversely, it is difficult to express the sense of loss, when you have not experienced it. Australian author David Malouf puts it this way, in his short story *The Only Speaker of His Tongue* (1985): "When I **think** of my tongue being no longer alive in the mouths of men, a chill goes over me that is deeper than my own death, since it is the gathered death of all my kind."

Language death is like no other form of disappearance. When people die, they leave signs of their presence in the world, in the form of their dwelling places, burial mounds, and artifacts—in a word, their archaeology. But spoken language leaves no archaeology. When a language dies, which has never been written down, it is as if it has never been.

Professor David Crystal is one of the world's foremost experts on the subject of language. After a long and distinguished academic career, David now travels extensively lecturing on language to audience throughout the world. His recent books include *Language Death* and Shakespeare's *Words*.

Crystal, D. (2002, October). Revitalizing languages. Language Magazine, Volume 2, No 2, 18-20





Read the articles from the New York Times and discuss the education problems in the US, Britain, and Ukraine.

The New York Times February 1, 2005 EDITORIAL

# Reinventing High School

▲ he achievement gap between rich and poor students is narrowing in some states, thanks to the added resources and better instruction that are a result of the No Child Left Behind Act. But that good news is largely limited to the early grades. Progress is stalled in high schools, where more states are slipping behind than are making progress, and American teenagers have lost ground when compared with their peers in other industrialized nations. The United States, which once led the world in high school graduation rates, has plummeted to 17th well behind France, Germany and Japan.

The American high school is a big part of the problem. Developed a century ago, the standard factory-style high school was conceived as a combination holding area and sorting device that would send roughly one-fifth of its students on to college while moving the rest directly into low-skill jobs. It has no tools to rescue the students who arrive unable to read at grade level but are in need of the academic grounding that will qualify them for 21st-century employment.

New York City recently embarked on a plan to develop a range of smaller schools, some of them aimed at the thousands of students whose literacy skills are so poor that they have failed the first year of high school three times. The plan is to pull these students up to the academic standard while providing some of them with work experiences. The National Governors Association has begun a high school initiative that calls for remedial services and partial tuition reimbursement for students who complete community college courses that lead to technical or industrial job certifications. The White House, rushing to get ahead of the parade, recently announced a high school project of its own. And other school districts are tinkering with gimmicks like cash bonuses for good grades.

The emerging consensus is that the traditional high school needs to be remade into something that is both more flexible and more rigorous. But the rigor has to come first. Many states are still setting the bar for reading performance abysmally low in the primary grades, paving the way for failure when children move on to high school. State education departments have fudged vital statistics on graduation rates, as well as the teacher qualification data they have reported to the federal government in ostensible compliance with No Child Left Behind.

The federal Education Department failed to push the states toward doing better under the disastrous leadership of its departing secretary, Rod Paige. No matter how hard localities try, the best-designed high schools in the world will still fail unless the states and the federal government finally bite the bullet on teacher training. That means doing what it takes to remake the teacher corps, even if it means withholding federal dollars from diploma mills pretending to be colleges of education, forcing out unqualified teachers and changing the age-old practice of funneling the least-prepared teachers into the weakest schools.

#### February 5, 2005

# Shrinking Student Pools Force Public Universities to Fish Afar

By GREG WINTER

**R**oger Thompson trails the Crimson Tide across the South. He knows there are few college spectacles as grand as football and, as the head of admissions for the University of Alabama, he is out to draw a crowd.

The road show might not be necessary, of course, if Alabama's pool of high school graduates was expected to grow enough to feed the university's ambitions. But that is not the case, not in Alabama nor in many other states across the nation.

So Mr. Thompson travels to states that have students to spare, like Texas and Florida, hoping that hors d'oeuvres at a luxurious hotel and the chance to meet a famous football player will throw good prospects his way.

"We're in a situation where we're trying to grow the university in a state that isn't really growing," said Mr. Thompson, Alabama's associate vice president for enrollment management, who is bracing for a drop in the state's high school graduates a few years from now. "That's why I'm here in Texas."

Like many other big public universities, Alabama is plunging into what private colleges have already mastered: scouring the nation in search of students. In swaths of the country, including the northern Plains and the Northeast, the traditional bastion of higher education, the student population promises to decline in the next decade, sometimes precipitously. So public universities are recruiting far and wide, hoping that out-of-state students will keep enrollments rising, bring in substantial extra money through higher tuition and maintain the caliber of their student bodies.

It is a tricky proposition, not to mention an expensive one, because it often involves persuading students to forsake the bargains of their own state colleges for a public education that may not be any better than one they can get at home. But it is a sales pitch that many public universities are making with vigor, not simply because they feel they have to, but also because they believe they can turn their largely local institutions into much bigger, nationally recognized ones.

"Public universities are casting a much broader net," said Barmak Nassirian, associate executive director of the American Association of Collegiate Registrars and Admissions Officers.

Over all, American colleges are awash in students, stretching some state universities almost to bursting, and the national swell of public high school graduates is not expected to peak until 2009 or so as the children of the baby-boom generation come of age.

But the growth is geographically spotty. For example, New York's pool of public high school graduates is expected to crest in about three years and then dwindle by some 20,000 students over a decade, according to the Western Interstate Commission for Higher Education. After its own surge, Alabama will see its graduation numbers start to contract sharply by the end of the decade, and then eventually rebound.

In states like Maine and Vermont, the pipeline has already started shriveling, and is ultimately expected to shrink by 16.9 percent and 26.3 percent respectively by 2018.

That future has prompted many public universities to form some particularly bold



scouting parties, especially in these tight budgetary times.

When local students attend the University of Massachusetts, Amherst, for example, their tuition comes out to a mere \$1,714 (not including some substantial fees) and the university is obliged to hand it over to the state. But out-of-state students pay around \$9,937 in tuition (again, not including fees), and the university gets to keep it all.

To expand its pool of prospects, the University of Vermont has begun sending recruiters south of the Mason-Dixon line and west of the Mississippi River to plant a flag in states like Georgia and California, where the trajectory of the student population is essentially the opposite of Vermont's.

Of course, so is the weather. So the university is offering special scholarships to students from distant cities, and is considering sending out-of-state visitors skiing to show them the advantages of the cold.

UMass is paying attention to the major cities where its sports teams have played, like Atlanta, wagering that at least the locals will have heard of it. Stony Brook University, by contrast, believes it stands a better chance in the communities surrounding the national research laboratories, in places like Tennessee and California, in hope that its reputation for research may have reached them.

No less of a shot in the dark is a strategy used by the University of Maine, Orono. Like many other public universities, it has just hired a recruiter whose sole responsibility is to harvest new terrain for the university, especially the Chicago suburbs. Part of the scout's job will be to work the phones like a telemarketer, making cold calls to high school students and evoking the mystique of Maine.

"It's a little bit like selling real estate," said John E. Beacon, Maine's departing dean of enrollment management. "Why would anyone come here, particularly when you can get pretty much the same education anywhere? Well, Maine has tremendous natural resources, and that appeals to people in the Midwest. Put a lighthouse on a brochure in Maine, and people will just yawn. Put that same lighthouse on a brochure in Chicago, and people may at least look at it."

As they push into new territory, many of the public universities are unabashedly blunt in their desire to poach the students of their competitors, private or otherwise. After all, that is the nature of college recruiting, they say, and private colleges have been doing it to them for years.

"It's true," said Daniel C. Walls, dean of admissions at Emory University, an elite private university in Atlanta. "There are no guidelines that would say a school is prohibited from going anywhere to recruit. Of course, we've been going to the Northeast and the West, so turnabout's fair play."

On the surface, it may seem that recruiting in regions with vastly different political and social views would help to bridge the divide between liberal and conservative states, perhaps yielding a more culturally diverse student body.

But few of the Northeastern universities are blindly visiting Southern high schools and towns, making their pitch to anyone who will listen. Instead, the universities carefully select the cities, and even particular high schools, that they believe share many of their cultural values.

Rather than scour the Georgia countryside for prospects, for example, many Northeastern universities descend on Atlanta. Instead of spending their time in conservative towns like Colorado Springs, they choose the more liberal ones, like Boulder.

"You have to think that there are tens of millions of blue voters in red states," said Daniel M. Fogel, president of the University of Vermont. "There are plenty of people who are culturally attuned to us. In fact, we've tended to sell more on our location and ethos than on our academic caliber."

Picking regions and high schools that are more likely to share their values is not

a form of political discrimination, the universities argue, just a matter of basic business sense.

One of the main reasons students pick any university is because they feel comfortable there, socially, culturally, politically. It is also expensive to recruit them from far away, costing about \$2,000 per student out of state, compared with about \$800 per student at home, said Michael Gargano, vice chancellor for student affairs at UMass.

So, it is simply too expensive to pitch a university out of state unless there is an expectation that the students will bite.

For some students, it is an easy sell. Miriam Naja, an 18-year-old senior from outside Atlanta, already comes across as a die-hard Northeasterner hiding out in a Southern childhood. For starters, she is a selfdescribed bisexual in a state that voted overwhelming last November to ban samesex marriage. Beyond that, Ms. Naja has no appreciable love of football, much less Nascar, and is trying hard to shed her Southern accent. She does not even like the heat.

So, when recruiters from the University of Vermont came to her high school in Atlanta, it was an easy match. Her favorite sport is Frisbee; her favorite pastime is playing the guitar. She wants to major in sociology, teach the impoverished, fight for justice, the works.

"We're definitely infamous as a hippy school," Ms. Naja said, referring to her high school, the Paideia School. "Even as a freshman, I knew I wasn't going to stay in the South too much longer. There are a few gems here, but for the most part this is not where I feel comfortable politically or socially. I always knew that."

A city like Atlanta is a focal point in the scouting game because it attracts so many transplants from around the country, including alumni who can help sell the university to high school students. Beyond that, the universities say, it is home to cosmopolitan families open to the idea of traveling long distances for college and, perhaps most important, well off enough to do so.

"What it comes down to is having a reasonable expectation of return on your investment," said Mr. Nassirian, of the collegiate registrars. "You're not going to go into rural Georgia and sell Vermont. It's just not going to work. It's already a tough job, trying to get someone from the Sun Belt going up to the Northeast for college, but institutions are trying it because they have to."



I. Read the article from the New York Times for the information and be ready to discuss it in class.

**The New York Times** June 29, 2005

## The End of the Rainbow

By THOMAS L. FRIEDMAN Dublin

Here's something you probably didn't know: Ireland today is the richest country in the European Union after Luxembourg.

Yes, the country that for hundreds of years was best known for emigration, tragic poets, famines, civil wars and leprechauns today has a per capita G.D.P. higher than that of Germany, France and Britain. How Ireland went from the sick man of Europe to the rich man in less than a generation is an amazing story. It tells you a lot about Europe today: all the innovation is happening on the periphery by those countries embracing globalization in their own ways — Ireland, Britain, Scandinavia and Eastern Europe while those following the French-German social model are suffering high unemployment and low growth.

Ireland's turnaround began in the late 1960's when the government made secondary education free, enabling a lot more workingclass kids to get a high school or technical degree. As a result, when Ireland joined the E.U. in 1973, it was able to draw on a much more educated work force.

By the mid-1980's, though, Ireland had reaped the initial benefits of E.U. membership — subsidies to build better infrastructure and a big market to sell into. But it still did not have enough competitive products to sell, because of years of protectionism and fiscal mismanagement. The country was going broke, and most college grads were emigrating.

"We went on a borrowing, spending and taxing spree, and that nearly drove us under," said Deputy Prime Minister Mary Harney. "It was because we nearly went under that we got the courage to change."

And change Ireland did. In a quite unusual development, the government, the main trade unions, farmers and industrialists came together and agreed on a program of fiscal austerity, slashing corporate taxes to 12.5 percent, far below the rest of Europe, moderating wages and prices, and aggressively courting foreign investment. In 1996, Ireland made college education basically free, creating an even more educated work force.

The results have been phenomenal. Today, 9 out of 10 of the world's top pharmaceutical companies have operations here, as do 16 of the top 20 medical device companies and 7 out of the top 10 software designers. Last year, Ireland got more foreign direct investment from America than from China. And overall government tax receipts are way up.

"We set up in Ireland in 1990," Michael Dell, founder of Dell Computer, explained to me via e-mail. "What attracted us? [A] well-educated work force — and good universities close by. [Also,] Ireland has an industrial and tax policy which is consistently very supportive of businesses, independent of which political party is in power. I believe

#### SUPPLEMENTARY READING

this is because there are enough people who remember the very bad times to de-politicize economic development. [Ireland also has] very good transportation and logistics and a good location — easy to move products to major markets in Europe quickly."

Finally, added Mr. Dell, "they're competitive, want to succeed, hungry and know how to win. ... Our factory is in Limerick, but we also have several thousand sales and technical people outside of Dublin. The talent in Ireland has proven to be a wonderful resource for us. ... Fun fact: We are Ireland's largest exporter."

Intel opened its first chip factory in Ireland in 1993. James Jarrett, an Intel vice president, said Intel was attracted by Ireland's large pool of young educated men and women, low corporate taxes and other incentives that saved Intel roughly a billion dollars over 10 years. National health care didn't hurt, either. "We have 4,700 employees there now in four factories, and we are even doing some high-end chip designing in Shannon with Irish engineers," he said.

In 1990, Ireland's total work force was 1.1 million. This year it will hit two million, with no unemployment and 200,000 foreign workers (including 50,000 Chinese). Others are taking notes. Prime Minister Bertie Ahern said: "I've met the premier of China five times in the last two years."

Ireland's advice is very simple: Make high school and college education free; make your corporate taxes low, simple and transparent; actively seek out global companies; open your economy to competition; speak English; keep your fiscal house in order; and build a consensus around the whole package with labor and management — then hang in there, because there will be bumps in the road and you, too, can become one of the richest countries in Europe.

"It wasn't a miracle, we didn't find gold," said Mary Harney. "It was the right domestic policies and embracing globalization." II. Eugene, which is in Oregon, the USA for information.





#### History and Facts about Eugene, Oregon

# A Brief History of Eugene

The Kalapuya Indians were the first people to live in the Willamette Valley. Archeological evidence indicates that the Kalapuya occupied the area for several centuries.

A hunting and gathering people, the Kalapuya frequently burned the grasses of the valley to clear brush and provide a better habitat for the game and vegetation they depended on for food. By the time the first white settlers arrived, the valley was an open grassy prairie with isolated white oaks and other trees.

The first cabin in what is now known as Eugene was erected in 1846 by Eugene Franklin Skinner. It served as a general trading post and was authorized as a post office in 1850. This was the first official recognition of the community.

Eugene City was platted and recorded in 1852 by Skinner and Judge David Risdon. However, the site had its disadvantages. After heavy winter rains it became a quagmire and earned the nickname "Skinner's Mud Hole." A revised town plat was made on higher ground in 1853.

Settlers and industry arrived simultaneously. A millrace was dug in the channel of an old slough and a flour mill and a woolen mill used its water for power. Saw mills were also established along the banks of the Willamette River. By 1858, there were between 500 and 600 inhabitants in Eugene City. According to one account, the residents were served by nine dry goods stores, two book stores, a drug store, a bakery, a restaurant, two hotels, two saloons, two printing offices, three doctors, four lawyers, four clergy, one newspaper and an assortment of blacksmiths, cabinet makers, painters, and other tradespeople.

Eugene City was incorporated in 1862. Two years later, the community adopted a charter and a new name — City of Eugene. The first election for a city council was held in 1865. The council or Board of Trustees as it was called then, consisted of a president, recorder, treasurer, street commissioner, marshal and six trustees.

The first telegraph reached Eugene from Portland in 1864 and the city became a stagecoach stop in 1865 when the Territorial Road reached Eugene.

Transportation took a great leap forward in 1871. The Oregon-California Railway (now Southern Pacific) was completed to Eugene in that year and the whole town turned out to celebrate.

## **Basic Facts About Eugene**

Home to more than 140,000 people, Eugene is Oregon's third largest city. It covers approximately 41.5 square miles, with the Willamette River running through the heart of the city and the McKenzie River joining the Willamette to the north of town. The elevation is 426 above sea level and the city's topography features Skinner Butte to the north of downtown and the south, the landmark Spencer Butte, now a 310-acre city park.

Eugene's climate, with an average temperature of 53 degrees, is one of the city's attractive features. Mild winters, long growing seasons, and few drastic weather changes are characteristic. Normal annual rainfall is 43 inches which falls mostly between September and June. Eugene is positioned at latitude 44° 7' N, longitude 123° 13' W.

Eugene has a high percentage of professionals including doctors, lawyers, architects, and educators. One third of the city's population has completed four or more years of college. Eugene is home to the University of Oregon, Northwest Christian College, Lane Community College and Eugene Bible College.



## Eugene's Form of Government

In 1944, the citizens of Eugene adopted the council / manager form of government. In this form of government, the City Council develops legislation and policies to direct the city, but hires a professional manager (the City Manager) to oversee City of Eugene personnel and operations and to carry out the City Council's direction.

The mayor serves as the City's political head and chairperson of the council. He or

she is elected by the city at large on a nonpartisan ballot for a four-year term. The mayor receives a monthly stipend of \$1500 per month and is compensated for expenses. The mayor is the formal representative of the City. He or she presides over City Council meetings but has no vote except in the case of a tie. The mayor can veto any decision, but a two-thirds vote of the council can override the veto.

The City Council, Eugene's legislative body, has eight members. The mayor is the presiding officer. Councilors are elected on a nonpartisan ballot for four year terms. One council member is elected from each of eight wards. One-half of the Council is elected every two years. Like the mayor, City Councilors are paid a monthly stipend of \$1000 per month and are compensated for expenses.



III. Oregon is a really special place on the North American Continent. It can be seen not only from its history and magnificent nature but from a special approach to the solution of certain social problems. Read the following articles and find the proof to this statement. Define the issues and discuss them as a whole class. **The New York Times** February 23, 2005

# Justices Accept Oregon Case Weighing Assisted Suicide

#### By LINDA GREENHOUSE

ASHINGTON, Feb. 22 — In an action likely to reopen a national debate over whether doctors should be able to help terminally ill patients end their lives, the Supreme Court agreed on Tuesday to hear the Bush administration's challenge to the only state law in the country that authorizes physician-assisted suicide.

Oregon's Death With Dignity Act, the administration's target, was approved twice by the state's voters and took effect in November 1997. According to the state, in a brief filed last month, 171 patients have used the law to administer lethal doses of federally regulated drugs that their doctors prescribed for them.

In the administration's view, suicide is not a "legitimate medical purpose" under regulations that carry out the federal Controlled Substances Act. Consequently, the administration will argue before the Supreme Court, as it did unsuccessfully in the lower federal courts, that doctors who prescribe drugs for committing suicide violate the federal law and are subject to revocation of their federal prescription license. The license applies to broad categories of medications and is necessary, as a practical matter, for a doctor to remain in practice.

The Bush administration's position, announced in November 2001 by John Ashcroft, then the attorney general, reversed the response to the Oregon law by Janet Reno, the attorney general in the Clinton administration.

In a letter to Congress in June 1998, Ms. Reno said there was no evidence that



Congress "intended to displace the states as the primary regulators of the medical profession" when it enacted the Controlled Substances Act in 1969. "The federal government's pursuit of adverse actions against Oregon physicians who fully comply with that state's Death With Dignity Act would be beyond the purpose of the C.S.A.," she wrote.

The federal government's change of heart in 2001 led the Oregon attorney general, Hardy Myers, to go to federal court to block the Justice Department's proposed enforcement order. A doctor, Peter A. Rasmussen; a pharmacist, David M. Hochhalter; and several terminally ill state residents joined the lawsuit as plaintiffs. The state won an immediate temporary injunction from the Federal District Court in Portland, which Judge Robert E. Jones made permanent in April 2002.

Voting 2 to 1, a three-judge panel of the United States Court of Appeals for the Ninth Circuit upheld the injunction last May. "The attorney general's unilateral attempt to regulate general medical practices historically entrusted to state lawmakers interferes with the democratic debate about physician-assisted suicide and far exceeds the scope of his authority under federal law," Judge Richard C. Tallman wrote for himself and Judge Donald P. Lay, over the dissent of Judge J. Clifford Wallace.

The administration's appeal, Gonzales v. Oregon, No. 04-623, which is now filed under the name of Mr. Ashcroft's successor, Alberto R. Gonzales, and which the Supreme Court will hear in October, argues that the Ninth Circuit's decision "stands the proper relationship between the federal and state governments under the Constitution on its head." The brief asked the court "to correct this serious misconception of the relative powers of state and federal governments."

The issue, the administration asserts, is "who gets to decide," whether "the attorney

general, pursuant to a uniform national standard, or each of the 50 states, according to 50 different views regarding the proper use of controlled substances."

Although the justices have agreed to review the case, the "who gets to decide" argument on the merits may be a hard sell. The court has been notably deferential to the states, and eight years ago, in another assisted-suicide case, it appeared to invite continued state experimentation.

In that earlier case, Washington v. Glucksberg, the court rejected the argument that the Constitution itself gives terminally ill people a right to physician-assisted suicide. But at the same time, the justices were careful to make clear that they were not closing the door. Chief Justice William H. Rehnquist concluded his majority opinion with these words: "Throughout the nation, Americans are engaged in an earnest and profound debate about the morality, legality, and practicality of physician-assisted suicide. Our holding permits this debate to continue, as it should in a democratic society."

Although it has constitutional overtones, the new case essentially presents a question of administrative law, one that would be routine in most other contexts: is a federal agency's action authorized by its governing statute? The appeals court concluded that the Controlled Substances Act was addressed to "drug abuse and prevention," and that the attorney general had exceeded his statutory mandate by seeking to apply it to assisted suicide.

Despite the narrowness of the legal issue, the case is likely to galvanize debate over assisted suicide much as the 1997 case did. James Bopp Jr., president of the National Legal Center for the Medically Dependent and Disabled and a longtime lawyer for the National Right to Life Committee, announced Tuesday that he would coordinate "an all-out legal effort in support of the Ashcroft directive."

Eli D. Stutsman, a Portland lawyer who represents the doctor and pharmacist in the

new case and who was also involved in the earlier litigation, said in an interview that renewed public attention would lead to increased understanding and support for the option of assisted suicide. Mr. Stutsman noted that of the 30,000 Oregon residents who die each year, only 20 or 25 have chosen to use the Death With Dignity Act.

The law contains precise procedures for informed consent, including an explanation to the patient of alternatives to suicide, like pain relief and hospice care. Two doctors must agree on the patient's mental competence, diagnosis and prognosis; there must be a "reasonable medical judgment" that the patient will die within six months of "an incurable and irreversible disease."

**The New York Times** April 15, 2005

# Oregon Supreme Court Invalidates Same-Sex Marriages

By SARAH KERSHAW

Oregon's highest court ruled yesterday that 3,000 same-sex marriages performed a year ago in one county were unlawful, saying that the county had overstepped its authority and that the licenses it had issued were unconstitutional under Oregon law.

The justices on the Oregon Supreme Court focused heavily in their highly anticipated opinion on a vote by Oregonians in November that widely approved a constitutional amendment to define marriage as a union between one man and one woman. They also ruled that even before the approval Oregon law had already rendered the samesex marriages, conducted last March and April in Multnomah County, illegal. "County officials were entitled to have their doubts about the constitutionality of limiting marriage to opposite-sex couples," Justice W. Michael Gillette wrote for the court. "But marriage and the laws governing it are matters of statewide, not local, concern."

The ruling said, "Today, marriage in Oregon — an institution once limited to opposite-sex couples only by statute — now is so limited by the State Constitution, as well."

Supporters of same-sex marriage said that they would not abandon their quest for full marriage rights, but that in the meantime they would work to win passage of bills that would allow civil unions for gay couples.

Vermont is the sole state that sanctions civil unions, although legislatures in Oregon and Connecticut are debating them. Massachusetts is the lone state where same-sex marriage is legal.

"We are going to continue to advocate for civil unions," said Rebekah Kassell, a spokeswoman for Basic Rights Oregon, a plaintiff in the Oregon case, "and we are confident that the courts will end the exclusion of same-sex couples from these protections for their relationships and their families."

Ms. Kassell said thousands of gay Oregonians, including the daughter of Mayor Tom Potter of Portland, had celebrated their first wedding anniversaries.

"I feel our marriage is solid regardless of the decision today," the daughter, Katie Potter, 40, said in a telephone interview. "I realize and acknowledge that the state is not going to accept it and acknowledge it. But we were married, and I'll never again feel like what it — surprisingly — felt like after getting married that day."

Ms. Potter and her partner of 15 years, Pam Moen, 53, who have two daughters, 5 and 2, were married on March 3, 2004, as soon as word spread that Multnomah County, which includes Portland, was issuing the marriage licenses to gay couples.



"It was enjoying that moment of having, suddenly, someone say there is validity to this, outside of us," Ms. Potter said.

Opponents of same-sex marriage said they were particularly irked by Multnomah's issuing licenses not sanctioned by the state.

"The vast middle of the electorate out there was always worried that there might be some secret gay agenda," said Kelly Clark, a lawyer who represented Oregon's Defense of Marriage Coalition in the case. "And, lo and behold, there was a secret gay agenda."

"I think they set their cause back," Mr. Clark added.

Lawyers for the state argued before the court that while the decision to issue the licenses was unconstitutional, gay Oregonians should have the same benefits as married couples.

Gov. Theodore R. Kulongoski, along with several state senators, introduced a bill this week that would allow civil unions under state law.

"The state's position from the outset was that the fundamental issue was whether or not same-sex couples were entitled to the rights and privileges of marriage, not just the institution of marriage itself," said Kevin Neely, a spokesman for the Oregon attorney general, Hardy Myers.

Oregon is one of 17 states with constitutional amendments that define marriage as between a man and a woman, according to the Human Rights Campaign. At least 18 state legislatures are considering similar measures, according to the National Conference of State Legislatures. Some states have also taken up the question of what benefits to extend to domestic partners, including gay couples. Experts say California has come closest to offering virtually all the benefits of civil unions.

Legal cases on whether gay men and lesbians can marry are winding their way through state and county courts in at least six states, according to the Human Rights Campaign. They include New York, Washington and California, where thousands of same-sex marriages were performed in San Francisco though later voided the California Supreme Court.

National gay rights groups insist that same-sex marriage remains their ultimate goal, even if the focus has recently turned to civil unions in some states.

"We recognize that like any social change in this country, it's going to be a long-term fight," Joe Solmonese, president of the Human Rights Campaign, said. "One that will be marked by taking three steps forward and two steps back."





I. Read the articles about the electoral systems in the UK. Discuss it as a whole class.

Martin Keegan

#### **UK Electoral Systems**

Parliamentary elections in the United Kingdom should be seen as a referendum on the performance of sitting MPs, not merely as a snapshot nationwide opinion poll determining party voting weights for the next Parliament. The electoral system affects the degree to which voters may hold their representatives to account for their actions in the previous Parliament; changes which would diminish this accountability mechanism should be resisted.

The UK presently has a legislature whose unelected chamber better reflects the relative strength of the Labour, Conservative, Liberal Democrat and None of the above parties. Conversely, if Labour and the Conservatives each won 50% of the vote, the other chamber would have a sizable Labour majority. 51% of the seats in the Lower House deliver 100% of the power, and this can be captured by Labour on about 40% of the vote. Nevertheless, whenever Labour runs into opposition from the chamber which, in any other context, would be described as more "representative" by people who go in for that kind of thing, it threatens to force its legislation through under the Parliament Acts, on the grounds that the Lower House is more "democratic".

#### The Lower House is more democratic.

Contrary to the self-serving views of the Liberal Democrats and other jejune supporters of electoral "reform", what matters for democracy is not representativeness or proportionality, so much as accountability and responsiveness. When MPs behave in accordance with their constituents' wishes, this is to be preferred to their merely existing in party groupings of such sizes as best reflect their constituents' choices at the previous election.

When discussing electoral reform in the UK, retaining a "constituency link" is often posited as a requirement. That is to say, it is felt to be necessary that everyone should have an MP who is in some sense "theirs", normally meaning that people are grouped into geographical areas and each area gets its own MP. A weaker version of this permits multiple MPs for each area. This is supposed to be good because it means that there's automatically someone in Parliament to go to with one's grievances. There is a much better reason why it happens to be good.

If we merely say that everyone must have one or a small number of MPs that does not imply that every MP must have his own constituency. The German federal electoral system and its antipodean imitator in New Zealand affords MPs who have no constituencies: they are elected from party lists and assigned in such numbers as ensure that the proportion of MPs in each party in the chamber match the proportion of the vote each party won. This category of MPs shares the same vice as MPs in a chamber fully elected by a proportional system: they can't be voted out of office directly.

If your MP decides to go against the wishes of his constituents, they can contact him and say, "Hi, your majority at the last election was 2000; we, the undersigned 1001 who voted for you last time will vote against your party next time unless you buck the whip on this issue we care about." The eas-

ier it is to do this, the more likely the behaviour of an MP will reflect the wishes of constituents.

Don't believe the canard about votes not counting: every vote against the person who won counts against his majority and makes him more susceptible to pressure from his constituents before the next election.

The electoral system can restrain this tactic. It works well under First Past The Post, and similar systems. Generally, increasing the number of MPs who represent a single constituency has the effect of making this tactic harder, as the punishment from electors may be spread across several MPs, especially if the electors cannot choose which MPs from a particular party get the benefit of their vote. This is a notorious problem with the European Parliamentary elections in Great Britain: if some MEP is the ringleader for a particularly odious policy, she cannot easily be voted out without voting out the colleagues from her party. Even when a

II. Analyze the results of the last UK general elections. Compare them with the previous elections. Use the data from the Course Book Unit 4. free choice on the preferential ordering of MPs is permitted, it is difficult to stop the disliked MP from riding back to election on the coattails of his more popular colleagues.

So, in order of preferability, the electoral systems rank as follows:

- First Past The Post, and Alternative Vote
- Single Transferable Vote in multimember constituencies
- Proper Proportional Representation systems with open lists
- Proper Proportional Representation systems with closed lists

Having said all this, it must be stressed that electoral reform for the House of Commons should not be considered in isolation from the composition of the other chamber, and the relation between the Commons and three other institutions: the executive, the House of Lords, and the courts. http://m k.ucant.org/info/ukconst/electoral\_systems.html

## United Kingdom general election, 2010

6 May 2010 Members elected All 650 seats in the House of Commons 326 seats needed for a majority First party Second party



David Cameron



Gordon Brown

Third party



Nick Clegg

150

Leader

Party Leader since Leader's seat	Conservative 6 December 2005 Witney	Labour 24 June 2007 Kirkcaldy &	Liberal Democrat 18 December 2007 Sheffield Hallam
		Cowdenbeath	
Last election	198 seats, 32.4%	355 seats, 35.2%	62 seats, 22.1%
Seats before	210	349	62
Seats won	306	258	57
Seat change	▲ 97*	▼91*	▼ 5*
Popular vote	10,703,754	8,609,527	6,836,824
Percentage	36.1%	29.0%	23.0%
Swing	▲3.7%	▼6.2%	▲1.0%

III. Read the information about the UK Queen Elizabeth II. What is the role of a monarch in the UK and what is the attitude of the Britons to monarchy?

# The Queen's Diamond Jubilee, 2012



The British Sovereign is both Head of State and Head of the Nation.

As Head of State, Queen Elizabeth II is responsible for constitutional acts, including the opening of Parliament, the approval of Orders in Council, signing of Acts of Parliament and weekly meetings with the Prime Minister. She also represents Britain on overseas State visits as well as receiving foreign ambassadors, high commissioners and visiting Heads of State.

As Head of the Nation, Queen Elizabeth II represents the national identity, unity and pride of Britain. Queen Elizabeth II plays an important role at times of both national celebration and tragedy. Queen Elizabeth II bestows honours and awards on those who have made outstanding contributions to the country and plays an active role in meeting with people from every walk of life.

Queen Elizabeth II is Head of the Commonwealth and, Head of State of 15 Commonwealth Countries.

The Commonwealth was established over 60 years ago. A British Sovereign, King George VI, was first appointed Head of the Commonwealth in 1949. Queen Elizabeth II was appointed Head of the Commonwealth on the death of her father in 1952. Today there are over 50 countries in the Commonwealth, many of which were at one time under British rule.

Every year the Queen makes a Commonwealth Day address, which is broadcast around the world.

In 2009, the Commonwealth celebrated 60 years. In her speech to mark the occasion, Queen Elizabeth II observed "We can rightly celebrate the fact that the founding members' vision of the future has become a reality. The Commonwealth has evolved out of all recognition from its beginning. It has helped give birth to modern nations, and the eight original countries have become fiftythree. We are now home to nearly two billion people, a third of the world's population. Across continents and oceans, we have come to represent all the rich diversity of humankind."

To mark 60 years of the Queen's reign the Diamond Jubilee will take place in 2012. A special Diamond Jubilee weekend will be held between 2 - 5 June 2012. The four day Jubilee Bank Holiday will provide an opportunity for people and communities across the nation to celebrate Queen Elizabeth's 60 year reign.

On Sunday 3rd June, Queen Elizabeth II will lead a Diamond Jubilee Pageant on the River Thames. The Pageant will comprise of a flotilla of an estimated 1,000 boats. It is anticipated that this will be one of the largest flotillas ever to have been assembled on the river and will include armed forces, fire, police, rescue and other services, as well as passenger boats.

The Department of Communities and Local Government will produce guidelines to help communities organise locally-ran events. Schools in England will benefit from the extra bank holiday – most schools in England will take their half-term break in early June rather than late May. A special Jubilee commemorative medal is likely to be issued to those who have shown outstanding service to the country.

And with only weeks to go to the opening ceremony of the London Olympic Games, there will be many other events held, in honour of the Queen, to mark the occasion.

The Queen came to the throne on 6 February 1952 and her Coronation took place on 2 June 1953. The Queen celebrated her Silver Jubilee (25 years) in 1977 and her Golden Jubilee (50 years) in 2002. The only other British monarch to celebrate a Diamond Jubilee was Queen Victoria in 1897. http:// www.2012queensdiamondjubilee.com/ *IV. Read the articles about the USA presidential elections and discuss them.* 

# How the President of the United States is Elected

**Start with the Constitution.** The basic process of selecting the President of the United States is spelled out in the U.S. Constitution, and it has been modified by the 12th, 22nd, and 23rd amendments. Many additional steps have been added over the years, by custom and by state law — the process has changed quite a bit over time.

Who Can Run? The President and Vice-President are elected every four years. They must be at least 35 years of age, they must be native-born citizens of the United States, and they must have been residents of the U.S. for at least 14 years. (Also, a person cannot be elected to a third term as President.)

How Do the Political Parties Choose Their Candidates? That's up to the political parties. Most political parties hold conventions, which are large meetings attended by "delegates." Some delegates are selected by state "primary" elections, some are selected by state caucuses (very much like primaries, except with public voting instead of secret ballots), and some are chosen for their prominence in the party. A majority of delegate votes is needed to win the party's nomination. In most cases, the delegates let their chosen presidential candidate select a vicepresidential candidate.

**Candidates for President and Vice-President Run Together.** In the general election, each candidate for President runs together with a candidate for Vice-President on a "ticket." Voters select one ticket to vote for; they can't choose a presidential candidate from one ticket and a vice-presidential candidate from another ticket.

The Electoral College. The national presidential election actually consists of a separate election in each of the 50 states and the Dis-

#### SUPPLEMENTARY READING



trict of Columbia; in these 51 elections, the voters are really voting for "electors" pledged to one of the tickets. These electors make up the "Electoral College." (In most cases, the names of the electors aren't written on the ballot; instead the ballot lets voters choose among "Electors for" each of the tickets, naming the presidential and vice-presidential candidates each slate of electors is pledged to.)

Each state has the same number of electors as it has senators and representatives (there are two senators from each state, but the number of representatives depends on the state population in the most recent census). The District of Columbia, although it isn't a state, also participates in presidential elections — it currently has three electors.

The People in Each State Vote for Electors in the Electoral College. In most of the states, and also in the District of Columbia, the election is winner-take-all; whichever ticket receives the most votes in that state (or in D.C.) gets all the electors. (The only exceptions are Maine and Nebraska. In these states, just two of the electors are chosen in a winner-take-all fashion from the entire state. The remaining electors are determined by the winner in each congressional district, with each district voting for one elector.)

The Electoral College Votes for the President. The Electoral College then votes for President and for Vice-President, with each elector casting one vote; these votes are called electoral votes. Each elector is



pledged to vote for particular candidates for President and Vice-President. In most elections, all the electors vote in accordance with the pledge they made; it is not clear what would happen in the unlikely event that a large number of electors violated their pledge and voted differently.

Normally, one of the candidates for President receives a majority (more than half) of the electoral votes; that person is elected President. That candidate's vice-presidential running mate will then also receive a majority of electoral votes (for Vice-President), and that person is elected Vice-President.

If There's No Electoral College Winner, the House of Representatives Chooses the President. In the rare event that no presidential candidate receives a majority of the electoral votes, then the President is chosen instead by the House of Representatives, from the top three presidential vote-getters in the Electoral College; each state delegation in Congress casts one vote. (The Vice-President would be chosen from the top two vice-presidential vote-getters by the Senate.)

This is bizarre! Does it really work this way? Yes. There are many arguments pro and con the Electoral College, but this system does guarantee that the person elected President has substantial support distributed throughout the U.S. The Electoral College has also been a major factor in the United States' long-term political stability.

http://www.enchantedlearning.com/vote/ presidential\_elections.shtml

## **US Presidential Elections**

The road to the White House is long, complicated and expensive. BBC News explains the process.

#### The early stages

A politician with presidential ambition usually forms an exploratory committee to test the waters and raise money, sometimes up to two years before the election. They then formally declare their candidacy and campaign in key states.

#### The primaries

The primary season begins in the January before the election and lasts until about June. This is where candidates fight within the two main parties, Republican and Democratic, for their party's nomination.

Voters in each of the 50 states select party delegates, who in most cases have pledged to support a particular candidate. Some states use a caucus - a local meeting system - rather than primaries.

#### The party convention

The national party conventions, held a few months before the election, are where the candidates are formally nominated.

Delegates who have been chosen during the state primaries pick the nominee, though by this stage, the party normally knows who has won.

The winning candidate then picks a running-mate, sometimes from among the defeated rivals.

#### The final lap

Only now do the candidates fully square up against each other. There is massive spending on advertising, and a major flurry of state-by-state campaigning. Much attention is paid to the televised debates between the candidates. This can, but does not necessarily involve any independent candidate. In the final weeks, the contenders typically concentrate their attention on big socalled "swing states", where the outcome is uncertain.

#### The election

American presidential elections are always held on the first Tuesday after the first Monday in November.

Voters do not, technically, participate in a direct election of the president. They choose "electors", who are pledged to one or another candidate. This is known as the Electoral College.

Each state has a certain number of electors to the college, based on the size of its population.

In almost every state, the winner of the popular vote gets all the Electoral College votes in that state. Because of this system, a candidate can take the White House without winning the popular vote, such as in the 2000 contest between George W Bush and Al Gore.

Story from BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/2/hi/ americas/6297545.stm



Read the article for the information and be ready to discuss it as a whole class.

The New York Times April 20, 2005

# German Cardinal Is Chosen as Pope

By IAN FISHER

ATICAN CITY, April 19 — Roman Catholic cardinals reached to the church's conservative wing on Tuesday and chose as the 265th pope Cardinal Joseph Ratzinger, a seasoned and hard-line German theologian who served as John Paul II's defender of the faith.

At 5:50 p.m. in Rome, wispy white smoke puffed from the chimney above the Sistine Chapel where the cardinals were meeting, signaling that the new pope had been chosen, only a day after the secret conclave began. His name was not announced until nearly an hour later, after the great bell at St. Peter's tolled, and the scarlet curtain over the basilica's central balcony parted and a cardinal stepped out to announce in Latin, "Habemus papam!"

"Dear brothers and sisters," Cardinal Ratzinger, 78, said, speaking Italian in a clear voice, spreading his arms wide over the crowd from the balcony. "After the great Pope John Paul II, the cardinals have elected me, a simple, humble worker in the Lord's vineyard." He announced his name as Benedict XVI. The unusually brief conclave seemed to suggest that Cardinal Ratzinger was a popular choice inside the college of 115 cardinals who elected him as a man who shared — if at times went beyond — John Paul's conservative theology and seemed ready to take over the job after serving beside him for more than two decades.

It was not clear, however, how popular a choice he was on St. Peter's Square. The applause for the new pope, while genuine and sustained among many, tapered off decisively in large pockets, which some assembled there said reflected their reservations about his doctrinal rigidity and whether, under Benedict XVI, an already polarized church will now find less to bind it together.

"I kind of do think he will try to unite Catholics," said Linda Nguyen, 20, an American student studying in Rome who had wrapped six rosaries around her hands. "But he might scare people away."

Vincenzo Jammace, a teacher from Rome, stood up on a plastic chair below the balcony and intoned, "This is the gravest error!"

Pope Benedict's well-known stands include the assertion that Catholicism is "true" and other religions are "deficient"; that the modern, secular world, especially in Europe, is spiritually weak; and that Catholicism is in competition with Islam. He has also strongly opposed homosexuality, women as priests and stem cell research.

His many supporters said they believed that the rule of Benedict XVI — a scholar who reportedly speaks 10 languages, including excellent English — would be clear and uncompromising about what it means to be a Roman Catholic.

"It would be more popular to be more liberal, but it's not the best way for the church," said Martin Sturm, 20, a student from Germany. "The church must tell the truth, even if it is not what the people want to hear. And he will tell the truth."

While Pope Benedict's views are upsetting to many Catholics in Europe and among liberal Americans, they are likely to find a receptive audience among the young and conservative Catholics whom John Paul II energized. His conservatism on moral issues may also play well in developing countries, where the church is growing rapidly, but where issues of poverty and social justice are also important. It is unclear how much Cardinal Ratzinger, a man with limited pastoral experience, and that spent in rich Europe, will speak to those concerns.

Born on April 16, 1927, in Marktl am Inn, in Bavaria, he was the son of a police officer. He was ordained in 1951, at age 24. He began his career as a liberal academic and theological adviser to at the Second Vatican Council, supporting many efforts to make the church more open.

But he moved theologically and politically to the right. Pope Paul VI appointed him bishop of Munich in 1977 and appointed him cardinal in just three months. Taking the chief doctrinal job in 1981, he moved with vigor to squash liberation theology in Latin America, cracked down on liberal theologians and in 2000 wrote the contentious Vatican document "Dominus Jesus," asserting the truth of the Catholic belief over others.

Despite views his opponents consider harsh, he is said to be shy and charming in private, a deeply spiritual and meditative man who lives simply. "He's very delicate, refined, respectful," Cardinal Fiorenzo Angelini, a retired top Vatican official who had worked closely with Cardinal Ratzinger, said in an interview on Tuesday night. "He's very approachable. He's open to everyone."

With their choice, cardinals from 52 countries definitively answered several questions about the direction of the Roman Catholic Church at the start of its third millennium.

They did not reach outside Europe, perhaps to Latin America, as many Vatican watchers expected, to reflect the growth of the church there and in Asia and Africa, prompting some disappointed reactions from Latin America on Tuesday. They did not choose a candidate with long experience as a pastor, but an academic and Vatican insider. They did not return the job to Italy, which had held the papacy for 455 years before a Pole, Karol Wojtyla, was elected John Paul II in 1978.

They also did not chose a man as young as John Paul II, who was only 58 when elected. Cardinal Ratzinger turned 78 last Saturday, the oldest pope chosen since Clement XII in 1730. This has led to some speculation that cardinals chose him as a trusted, transitional figure.

John Paul was virtually unknown when he was selected, but Cardinal Ratzinger's record is long and articulate in a prolific academic career, followed by a contentious tenure as John Paul's doctrinal watchdog. Most cardinals know him well from visits to Rome, and he won admiration among many colleagues for his crucial role in administering the church in the last stages of John Paul's illness.

In many ways, the cardinals picked John Paul's theological twin but his opposite in presence and personality. Where John Paul was charismatic and tended to soften his rigid stands with human warmth, Cardinal Ratzinger is bland in public and pulls few punches about his beliefs.



President Bush on Tuesday recalled the cardinal's homily at John Paul's funeral, saying, "His words touched our hearts and the hearts of millions." Speaking in Washington, he called Benedict a "man of great wisdom and knowledge."

Only on Monday, as the cardinals attended a Mass before locking themselves inside the Sistine Chapel to select a new pope, Cardinal Ratzinger took a moment as dean of the college of cardinals and celebrant of the Mass to repeat his fears about threats to the faith. In retrospect, some observers said, he was laying out what may be the focus of his papacy.

"Having a clear faith, based on the creed of the church, is often labeled today as fundamentalism," he said at the Mass. "Whereas relativism, which is letting oneself be tossed and 'swept along by every wind of teaching,' looks like the only attitude acceptable to today's standards."

Cardinal Ratzinger has often criticized religious relativism, the belief — mistaken, he says — that all beliefs are equally true.

"We are moving toward a dictatorship of relativism which does not recognize anything as for certain and which has as its highest goal one's own ego and one's own desires," he added.

In his brief, first address as Benedict XVI on Tuesday from the balcony of St. Peter's Basilica, he did not speak of theology or of a specific direction for the church.

"I am comforted by the fact that the Lord knows how to work and act even with insufficient instruments," he said. "And above all, I entrust myself to your prayers."

Benedict XVI had dinner on Tuesday night with the other cardinals at the Santa Marta residence, built by John Paul II to provide more comfortable lodgings for cardinals while locked down in the conclave, said Joaquin Navarro-Valls, the chief Vatican spokesman. He is to be installed in a Mass at St. Peter's Basilica on Sunday.

The conclave that selected him on the fourth ballot was among the shortest of the last century — the shortest, the election of Pius XII in 1939, took only three — and the speed caught many experts by surprise. Cardinal Ratzinger has been a divisive figure within the church, and reports before the conclave spoke almost unanimously about blocs of more progressive cardinals lining up against him.

In theory, cardinals are not allowed to discuss the inner workings of the conclave, but in reality, details seep out later. Several cardinals are expected to give interviews or news conferences on Wednesday, and may provide some limited glimpses in the dynamic that picked Cardinal Ratzinger and with such speed.

But already, there was at least one voice of careful reservation. Cardinal Godfried Danneels of Belgium, one of the most liberal cardinals, who has been critical of Cardinal Ratzinger, skipped the dinner specifically to hold a news conference.

He would not disclose his own vote and did not criticize Cardinal Ratzinger directly. But he was not effusive in his praise, either, saying that he had "a certain hope" based on the choice of the name Benedict. Benedict XV, who appealed for peace during World War I, "was a man of peace and reconciliation," Cardinal Danneels said.

But, he said, "We have to see what's in a name."

He also warned that being the spiritual leader of one billion Roman Catholics was different from parsing out theological matters.

"When you are a pope, you have to be the pastor of every one and everything which happens in the church," he said. "You are not specialized." But Cardinal Edward M. Egan, archbishop of New York, said Tuesday that the process involved a "certain amount of tension and concern" but that the conclave made the right choice.

"I believe that the Lord has something to do with it," Cardinal Egan said at a news conference here. "This man is going to do a splendid job." Asked if Cardinal Ratzinger would adopt a harsher tone as pope, Cardinal Egan asked a reporter: "Why don't you and I get together in one year and we'll talk about it. I have every hope that the tone is going to be the one of Jesus Christ."

Elisabetta Povoledo of The International Herald Tribune and Jason Horowitz contributed reporting for this article.





*Read the following texts and be able to discuss them.* 

## **HISTORY OF JOURNALISM**

Thomas Jefferson once said, "Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I would not hesitate a moment to prefer the latter." The importance of the daily newspaper can hardly be contested. To millions of commuters, riding buses and trains to and from work, reading the newspaper has become an intimate and ingrained way of life.

It has been said that journalism began when man learned to write; newspapers began when man began to write at regular intervals. One basic characteristic of the newspaper, then, is regularity of publication.

History tells us that the first newspaper appeared 50 years before Christ when Julius Caesar ordered that the Acta Diurna, or Daily Acts, be posted in the Forum. These Daily Acts described the activities of the Roman Senate. Apparently Caesar hoped that he could inspire the senators to conduct their sessions with dignity and decorum once they realized that their activities were being described and posted daily for all to see.

After Caesar, Emperor Augustus used a newspaper of sorts with a much greater circulation for guiding public behavior. This newspaper followed the Roman armies wherever they marched — even across Gaul into Britain. We don't hear much of newspapers again until the Renaissance in Europe. Prior to this time there was no apparent need for wide circulation of news. The Feudal system kept groups of people isolated from one another and from the world. At this time, too, reading and writing were not widespread skills.

With the cultural rebirth came Broadsides — the newspapers of the day. These were single sheets, the forerunners of present day newspaper format. Broadsides qualified as newspapers because they appeared at regular intervals.

In the Colonies, the first newspaper was the Boston News Letter, instituted by John Campbell in 1704. As the art of journalism matured in the Colonies, it was not unusual for editors to invent news to fill space or increase circulation.

# JOURNALISM TODAY

Today the newspaper is the major instrument of written communication. There are close to 14 thousand newspapers in circulation. Of these 1,750 are dailies with a total circulation of over 55 million. In the United States there are 7,500 weeklies. New York City is the newspaper capital of America with 35 daily English language newspapers.

Newspapers serve four functions: to inform, to interpret, to guide, and to entertain. The newspaper has certain advantages over other communications media: newspapers are equipped to report news thoroughly and completely; they have permanency, they can be referred to at some later date; newspapers are accessible and cheap — even free for the reader willing to wait an hour or two for his news; they offer the reader the widest choice of news — everything from world events and sports to obituaries and human interest; finally, newspaper circulation is efficient and rapid.

Because today's newspapers cover so many areas of news and interest, they are usually divided into sections. The front page introduces world, national, and local news of great importance or wide interest. The financial pages contain stock reports, industrial and corporate news plus regular syndicated articles. The editorial page presents the paper's official stand on subjects. Most papers reserve a section for community or suburban news. There is usually a movie, TV, and entertainment page. The society section is the ladies' page. Here one finds debuts, engagements, weddings, club news, and social activities. The sports page belongs to the men and boys. Every newspaper has a section for classified advertising. Finally, for the youngsters there are the comics.





Read for the information, define the issues and be able to discuss them.

# INTERNATIONAL NEGOTIATIONS

# The "Environment for Europe" Process

The "Environment for Europe" process started with the first Pan-European Conference of Ministers of the Environment at Dobris Castle in June 1991. The Minister of the Environment of the former Czechoslovakia, the late Josef Vavroucek, invited the Ministers of the Environment of the United Nations Economic Commission for Europe (UN/ECE) and the Organization for Economic Co-operation and Development (OECD) to the Conference with the purpose of establishing a new "European Environmental Space" after the end of the East-West division of Europe — an idea which, at the time, was closely linked to the concept of a "Common European House".

This process provided for a framework of regional initiatives that resulted in adopting of a number of important environmental instruments, such as Aarhus Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters and the Protocol on Pollutant Release and Transfer Registers to it; Protocol on Strategic Environmental Assessment to the Espoo Convention; Carpathian Convention, etc.

#### **Aarhus Convention**

For the first time in the international law the public could directly participate in

negotiations, discussions and adoption of the Convention. This was done by a coalition of NGOs that was attending all Convention negotiations, as well as IV Ministerial Conference "Environment For Europe" in Aarhus, Denmark (June 1998) where the countries adopted the Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters.

The Convention recognized the rights to access to information, to public participation in environmental decision-making, and to access to justice in environmental matters.

The Convention requires the parties to notify the public concerned — effectively, timely, and adequately — at the early stages of decision-making and to ensure that "in the decision due account is taken of the outcome of the public participation" (Art.6). If the right to environmental information or to participation is violated, anyone can have a right to challenge in court the decision taken.

The non-governmental organizations play a special role in spreading the principles and requirements of the Aarhus Convention. In particular, a number of researches where done by such organizations in Europe. Ecopravo-Lviv's lawyers participated in many of these: Implementation Guide to the Aarhus Convention, "Doors to Democracy" (an analysis of the environmental legislation in CEE), Access to Justice Handbook under Aarhus Convention.

It was the "Environment for Europe" process where the right of everyone to favorable environment obtained real space for development and was further recognized by the international law. Remarkably, despite the process of major political and economic changes, it was Europe where environmental human rights became an important part of changes. The "Environment for Europe" process played a vital role in this. The issue of realization of the environmental rights, provided by the Aarhus Convention, is likely to remain a cornerstone of this process.

Ecopravo-Lviv is enforcing Aarhus Convention to protect citizens' rights and the environment. Ecopravo-Lviv was a core partner in the program for promotion of ratification of the Aarhus Convention in Eastern Europe, Caucasus and Central Asia. Nowadays we organize and participate in trainings on the implementation of the Convention.

At the 1st Meeting of the Parties of the Aarhus Convention in 2002, Prof. Svitlana Kravchenko, the President of Ecopravo-Lviv, was elected to be a member of the Compliance Committee for the Convention (now also vice-chair of the Committee). The Compliance Committee is entitled to consider complaints from the citizens on noncompliance with the Convention by the parties (countries).

Ecopravo-Lviv was actively participating in the development of the Protocol on Pollutant Release and Transfer Registers, adopted at the Ministerial Conference in Kyiv, 2003. This Protocol is an important instrument that provides the public the information about environmental pollution.

#### **Espoo Convention**

As the representatives of the European ECO Forum (a coalition of the environmental NGOs from Europe), Ecopravo-Lviv's lawyers participated in the development of the Protocol on Strategic Environmental Assessment (SEA) to the Espoo Convention. Our goal was to ensure that the Protocol reflects the interests of the public, particularly with regards to the public participation in strategic environmental assessment (assessment of the environmental impact of plans, programs, policies and legislation adopted in a country).

The participation of the NGOs resulted in the requirements for public participation in SEA, and now required by the Protocol.

Now we are pursing the implementation of the Espoo Convention, as well as participate in regular work of the Convention.

#### **Climate Change**

In previous years we participated in national and international working groups on climate change — so as public opinion to be heard in these processes.

As the representatives of the European ECO Forum (a coalition of the environmental NGOs from Europe), Ecopravo-Lviv's lawyers participated in the development of the Protocol on Strategic Environmental Assessment (SEA) to the Espoo Convention. Our goal was to ensure that the Protocol reflects the interests of the public, particularly with regards to the public participation in strategic environmental assessment (assessment of the environmental impact of plans, programs, policies and legislation adopted in a country).

The participation of the NGOs resulted in the requirements for public participation in SEA, and now required by the Protocol.

Now we are pursing the implementation of the Espoo Convention, as well as participate in regular work of the Convention.

#### **Climate Change**

In previous years we participated in national and international working groups on climate change — so as public opinion to be heard in these processes.

(Year 2003)



## Environment People Law (EPL) – Nongovernmental International Organisation

EPL (formerly Ecopravo-Lviv) is a nongovernmental international organization, created in 1994 in order to provide assistance to individuals and legal persons in the protection of environmental rights, to promote the development of the environment protection, environmental education, science and culture.

Our activities:

#### Advocacy

EPL provides legal consultations to individuals and legal persons in the sphere of environment protection, protection of the environmental rights, and represents individuals and legal persons in courts and other public bodies in cases, related to the violation of environmental legislation.

#### **Environmental Information**

EPL collects and spreads an environmental legal and environmental information, publishes books and journals on environmental law issues, closely cooperates with local and national massmedia, maintains environmental law library.

#### **Educational Activities**

EPL promotes education of a new generation of environmental lawyers through the clinical program for students from different educational institutions. EPL organizes training programs and workshops for state bodies, judges, prosecutors and NGOs. EPL promotes the improvement of environmental legislation of Ukraine by participating in the law-drafting.

## **International Activities**

EPL organizes and takes part in international workshops and conferences on issues related to the environment. EPL lawyers are members of the working groups, expert groups, participate in the negotiations on environmental issues of the international and regional importance. These include climate change, GMOs, pollutant release and transfer registers. EPL is a country office of Environmental Law Alliance Worldwide (E-LAW) and currently hosts the headquarters of the Guta Association. We also run the clinical program on international issues and organize internships.

All our services are free of charge.

## Kyoto gets the 'green' light Global warming accord takes effect

CNN.com February 16, 2005

TOKYO, Japan (AP) — After years of delays, the Kyoto global warming pact is now in effect, requiring dozens of industrial nations to reduce emissions of "greenhouse" gases believed linked to climate change.

The agreement, negotiated in the Japanese city of Kyoto in 1997 and ratified by 140 nations, calls on 35 industrialized countries to rein in the release of carbon dioxide and five other gases from the burning of oil and coal and other processes.

Its impact, however, will be limited by the absence of the United States, the world's leader in greenhouse gas emissions.

Australia has also rejected the plan.

Proponents say the stakes are high: the gases are believed to trap heat in the atmosphere, contributing to rising global temperatures that are melting glaciers, raising ocean levels and threatening dramatic and potentially damaging climate change in the future.

"The tools for keeping climate change under control, such as renewable energy sources and energy efficiency measures, are developed and ready to use," said Greenpeace International official Stephanie Tunmore. "There is now a price on climate pollution and penalties for polluters. The switch to a carbon economy begins here."

Implementation of the agreement was delayed by a struggle to meet the requirement that countries accounting for 55 percent of the world's emissions ratify it.

That goal was reached last year — nearly seven years after the pact had been negotiated — with Russia's approval.

The Clinton administration signed the protocol in 1997, but the U.S. Senate refused to ratify it, citing potential damage to the U.S. economy and insisting that it also cover countries with fast-growing economies such as China and India.

"We have been calling on the United States to join. But the country that is the world's biggest emitter has not joined yet, and that is regrettable," Japan's top government spokesman, Chief Cabinet Secretary Hiroyuki Hosoda, told reporters.

In Japan, the host to the 1997 conference and a tireless supporter of the pact, the enactment was being met with a mixture of pride and mounting worry that the world's second-largest economy is unprepared to meet its emission reduction targets.

Under Kyoto, the targets vary by region: The European Union is committed to cutting emissions to 8 percent below 1990 levels by 2012; the United States agreed to a 7 percent reduction before President Bush denounced the pact in 2001.

The White House has contended that complying with the treaty's requirement could cost millions of jobs, many of them to places like India and China, both signers of Kyoto but exempted from any limits on greenhouse gases.

"We are still learning about the science of climate change," White House spokesman Scott McClellan said Tuesday.

In the meantime, McClellan said, "We have made an unprecedented commitment

to reduce the growth of greenhouse gas emissions in a way that continues to grow our economy."

Elsewhere, officials made solemn pledges Tuesday to fulfill Japan's requirement under the treaty to cut emissions of carbon dioxide and other so-called greenhouse gases by 6 percent below 1990 levels by 2012.

"Although the hurdle is high, we ask the Japanese people, including industries, for their cooperation," said Environment Minister Yuriko Koike.

The concerns are many.

The Japanese government says many industries will need quick action to meet the goals, studies show much of the country is behind on implementation, and critics say Japan lacks a coherent climate-change policy.

As the agreement comes into force, Japan is scrambling to put together a strategy to make sure it meets its obligations.

Some officials are pondering a "carbon tax" to punish polluters — a move opposed by business — while others favor expansion of nuclear power and promotion of energy-saving technologies.

Tetsunari Ida, executive director of Tokyo's International Sustainable Energy Policy Institute, said the effort was suffering from a lack of coordination between the Environmental Ministry and the Ministry of Economy, Trade and Industry, or METI.

"Those two ministries are taking two separate climate change strategies," Ida said.

A METI report this month showed that 11 of 30 top industries — steel and power among them — risked failing to meet targets without quick action.

Thirteen others had already cleared preliminary goals and were expected to meet the goals, the report said.



One area where Japan has been especially active is carbon trading — a system under which governments have allocated carbon dioxide quotas to industrial facilities.

Those which emit less gas than allowed can sell the "credit" to other companies who emit too much.

Makoto Katagiri, whose Natsource Japan is acting as a credit broker between Japanese and foreign companies, estimated in a study for the World Bank that Japan bought 41 percent of the carbon credits on the international market last year.

"From this figure, you can imagine how serious the Japanese companies (are)," Katagiri said. The global average temperature rose about 1 Fahrenheit (0.6 Celsius) during the 20th century.

A broad scientific consensus attributes the rise largely to the accumulation of heattrapping greenhouse gases in the atmosphere, and warns of climate disruptions later this century.





## UN CONVENTION ON THE RIGHTS OF THE CHILD

#### Full text of the Convention

The Convention on the Rights of the Child was adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989. It entered into force 2 September 1990, in accordance with article 49.

#### Preamble

The States Parties to the present Convention,

*Considering* that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Bearing in mind* that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person and have determined to promote social progress and better standards of life in larger freedom,

*Recognizing* that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, *Recalling* that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

*Convinced* that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

*Recognizing* that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

*Considering* that the child should be fully prepared to live an individual life in society and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children.'

*Bearing in mind* that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

*Recalling* the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

*Recognizing* that, in all countries in the world, there are children living in exceptionally difficult conditions and that such children need special consideration,

*Taking due account* of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

*Recognizing* the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

#### Have agreed as follows:

#### Part I

#### Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

#### Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

#### Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

#### Article 4

States Parties shall undertake all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

#### Article 5

States Parties shall respect the responsibilities, rights and duties of parents or,



where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

#### Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

#### Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and. as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

#### Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

#### Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests. 4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

#### Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a



request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

#### Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

#### Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

#### Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

#### Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

#### Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.



#### Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

#### Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

#### Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their childrearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from childcare services and facilities for which they are eligible.

#### Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

#### Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.



3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

#### Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin; (c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

#### Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found. the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

# 8

#### Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition

and to the circumstances of the parents or others caring for the child. 3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.



1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care; (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

#### Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

#### Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.



2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

#### Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

#### Article 28

1. States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

#### Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national



values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

#### Article 30

8

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

#### Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

#### Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end and having regard to the relevant provisions of other international instruments, States Parties shall in particular: (a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

#### Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties and to prevent the use of children in the illicit production and trafficking of such substances.

#### Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

#### Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

#### Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

#### Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.

#### Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

#### Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

#### Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the



child's assuming a constructive role in society.

2. To this end and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings. 3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

#### Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or

(b) International law in force for that State.

#### Part II

#### Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

#### Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the



Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

8

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

#### Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights: (a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

#### Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

#### Part III

#### Article 46

The present Convention shall be open for signature by all States.

#### Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

#### Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.



#### Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

#### Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

#### Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

#### Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

#### Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

#### Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.





Read the full text of the US Constitution. Choose the parts you are interested in, discuss them.

# The Constitution of the United States of America

Preamble ["We the people...."] Article I [The Legislative Branch] ...Section 1. [Legislative Power Vested] ...Section 2. [House of Representatives] ...Section 3. [Senate] ...Section 4. [Elections of Senators and Representatives] ...Section 5. [Rules of House and Senate] ...Section 6. [Compensation and Privileges of Members] ...Section 7. [Passage of Bills] ...Section 8. [Scope of Legislative Power] ...Section 9. [Limits on Legislative Power] ...Section 10. [Limits on States] Article II [The Presidency] .. Section 1. [Election, Installation, Removal] ...Section 2. [Presidential Power] ...Section 3. [State of the Union, Receive Ambassadors, Laws Faithfully Executed, Commission Officers] ...Section 4. [Impeachment] Article III [The Judiciary] ...Section 1. [Judicial Power Vested] ...Section 2. [Scope of Judicial Power] ...Section 3. [Treason] Article IV [The States] ...Section 1. [Full Faith and Credit] ...Section 2. [Privileges and Immunities, Extradiction, Fugitive Slaves] ...Section 3. [Admission of States]

...Section 4. [Guarantees to States]

Article V [The Amendment Process] Article VI [Legal Status of the Constitution] Article VII [Ratification] Signers Amendments Amendment I [Religion, Speech, Press, Assembly, Petition (1791)] Amendment II [Right to Bear Arms (1791)] Amendment III [Quartering of Troops (1791)] Amendment IV [Search and Seizure (1791)] Amendment V [Grand Jury, Double Jeopardy, Self-Incrimination, Due Process (1791)] Amendment VI [Criminal Prosecutions - Jury Trial, Right to Confront and to Counsel (1791)] Amendment VII [Common Law Suits ----Jury Trial (1791)] Amendment VIII [Excess Bail or Fines, Cruel and Unusual Punishment (1791)] Amendment IX [Non-Enumerated Rights (1791)] <u>Amendment X</u> [Rights Reserved to States (1791)] Amendment XI [Suits Against a State (1795)] Amendment XII [Election of President and Vice-President (1804)] Amendment XIII [Abolition of Slavery (1865)]

Amendment XIV [Privileges and Immunities, Due Process, Equal Protection, Apportionment of Representatives, Civil War Disqualification and Debt (1868)]



<u>Amendment XV</u> [Rights Not to Be Denied on Account of Race (1870)]

Amendment XVI [Income Tax (1913)]

Amendment XVII [Election of Senators (1913)

<u>Amendment XVIII</u> [Prohibition (1919)] <u>Amendment XIX</u> [Women's Right to Vote (1920)

<u>Amendment XX</u> [Presidential Term and Succession (1933)]

<u>Amendment XXI</u> [Repeal of Prohibition (1933)]

Amendment XXII [Two Term Limit on President (1951)]

<u>Amendment XXIII</u> [Presidential Vote in D.C. (1961)]

Amendment XXIV [Poll Tax (1964)]

<u>Amendment XXV</u> [Presidential Succession (1967)]

Amendment XXVI [Right to Vote at Age 18 (1971)]

<u>Amendment XXVII</u> [Compensation of Members of Congress (1992)]

# The Constitution of the United States of America

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

# Article I

Section 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a Representative who shall not have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several states which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode Island and Providence Plantations one. Connecticut five. New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten. North Carolina five. South Carolina five. and Georgia three.

When vacancies happen in the Representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each state, <u>chosen by the legislature thereof</u>, for <u>six years</u>; and each Senator shall have one <u>vote</u>. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two thirds of the members present.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Section 4. The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall <u>be on</u> <u>the first Monday in December</u>, unless they shall by law appoint a different day.

Section 5. Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have



been created, or the emoluments whereof shall have been increased during such time: and no person holding any office under the United States, shall be a member of either House during his continuance in office.

Section 7. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other Bills.

Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill. Section 8. The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post offices and post roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions;

To provide for organizing, arming, and disciplining, the militia, and for governing such part of them as may be employed in the service



of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation in all cases whatsoever, over such District (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings;—And

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

Section 9. The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or ex post facto Law shall be passed.

No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

No tax or duty shall be laid on articles exported from any state.

No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another: nor shall vessels bound to, or from, one state, be obliged to enter, clear or pay duties in another. No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

Section 10. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing it's inspection laws: and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

# Article II

Section 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term, be elected, as follows:



Each state shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each state having one vote; A quorum for this purpose shall consist of a member or members from two thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President.

The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen Years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Section 2. The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer



in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3. He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section 4. The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

# Article III

Section 1. The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

Section 2. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; --- to all cases affecting ambassadors, other public ministers and consuls;- to all cases of admiralty and maritime jurisdiction;-to controversies to between a state and citizens of another state;----between citizens of different states:- between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.



Section 3. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

# Article IV

Section 1. Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section 2. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

<u>A person charged in any state with</u> treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

Section 3. New states may be admitted by the Congress into this union; but no new states shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Section 4. The United States shall guarantee to every state in this union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence

# Article V

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states. or by conventions in three fourths thereof. as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article: and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

# Article VI

All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

# Article VII

The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

# SIGNERS

Done in convention by the unanimous consent of the states present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty seven and of the independence of the United States of America the twelfth.



In witness whereof We have hereunto subscribed our Names,

G. Washington-Presidt. and deputy from Virginia

New Hampshire: John Langdon, Nicholas Gilman

Massachusetts: Nathaniel Gorham, Rufus King

Connecticut: Wm: Saml. Johnson, Roger Sherman

New York: Alexander Hamilton

New Jersey: Wil: Livingston, David Brearly, Wm. Paterson, Jona: Dayton Pennsylvania: B. Franklin, Thomas Mifflin, Robt. Morris, Geo. Clymer, Thos. FitzSimons, Jared Ingersoll, James Wilson, Gouv Morris

Delaware: Geo: Read, Gunning Bedford jun, John Dickinson, Richard Bassett, Jaco: Broom

Maryland: James McHenry, Dan of St Thos. Jenifer, Danl Carroll

Virginia: John Blair—, James Madison Jr.

North Carolina: Wm. Blount, Richd. Dobbs Spaight, Hu Williamson

South Carolina: J. Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler

Georgia: William Few, Abr Baldwin

# Bill of Rights

# Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

#### Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

## **Amendment III**

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

#### Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects,

#### SUPPLEMENTARY READING

against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

# Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

# **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

# Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

#### **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

# Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

# Amendment XI

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state.

## **Amendment XII**

The electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate:-The President of the Senate shall. in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—the person



having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of twothirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.



# Amendment XIII

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. Section 2. Congress shall have power to enforce this article by appropriate legislation.

# Amendment XIV

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

# Amendment XV

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

# Amendment XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.

# Amendment XVII

The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures.

When vacancies happen in the representation of any state in the Senate, the executive authority of such state shall issue writs of election to fill such vacancies: Provided, that the legislature of any state may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution

# Amendment XVIII

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress

# Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

# Amendment XX

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them. Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission.

# Amendment XXI

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any state, territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.

# Amendment XXII

Section 1. No person shall be elected to the office of the President more than twice. and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.



Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission to the states by the Congress.

# Amendment XXIII

Section 1. The District constituting the seat of government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a state; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

# Amendment XXIV

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation

# Amendment XXV

Section 1. In case of the removal of the President from office or of his death or

resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twentyone days after receipt of the latter written declaration, or, if Congress is not in session,



within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

# Amendment XXVI

Section 1. The right of citizens of the United States, who are 18 years of age or

older, to vote, shall not be denied or abridged by the United States or any state on account of age.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

# Amendment XXVII

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.





Read the articles for the further discussion.

The Financial Times

**International economy** 

# Big business urges G8 global warming action

By Fiona Harvey in London Published: June 9 2005 20:35 | Last updated: June 9 2005 20:35

Leaders of some of the world's biggest businesses on Thursday increased the pressure on the Group of Eight industrialised nations ahead of a summit on global warming, urging them to set up a system of emissions trading for greenhouse gases that would extend to 2030 and beyond.

Business representatives of companies including Toyota, BP and Ford, met Tony Blair, UK prime minister, to discuss climate change. Mr Blair has made the issue one of two priorities, along with Africa, for the G8 summit under the UK's chairmanship in Scotland in July.

Steve Lennon, chair of the environment and energy commission of the International Chamber of Commerce, which represents companies in 130 countries, said: "We see a global system of emissions trading as inevitable."

The business leaders called for a "capand-trade" system or similar market-based mechanism that would set limits on how much greenhouse gas countries and companies could emit and also "define greenhouse gas emissions rights". Greenhouse gases, such as carbon dioxide, trap heat on earth and cause climate change.

Rick Samans, managing director at the World Economic Forum, which convened the meeting, said companies were seeking certainty. All of the G8 nations except the US have ratified the Kyoto protocol, which binds developed nations to cut emissions of greenhouse gases to 1990 levels. George W. Bush, US president, has refused to set reduction targets or discuss measures to tackle climate change beyond 2012, when the the Kyoto protocol expires.

Mr Lennon said a cap-and-trade system for emissions would probably be a mixture of mandatory and voluntary schemes. The statement was signed by ABB, Alcan, BP, British Airways, BT, Cinergy, Cisco, Deloitte, Deutsche Bank, E.ON, EADS, EDF, Eskom, Ford, Hewlett-Packard, HSBC, Petrobras, UES, Rio Tinto, Siemens, Swiss Re, Toyota, Vattenfall and Volkswagen.

The Financial Times

10

**International economy** 

# Britain presses G7 for debt write-off

By Scheherazade Daneshkhu, Chris Giles and Friederike Tiesenhausen Cave in London Published: June 10 2005 08:34 | Last updated: June 10 2005 21:21 Gordon Brown, the UK chancellor, on Friday night stepped up pressure for a writeoff of \$55bn of poor country debt when he said he expected a deal to be agreed at Saturday's Group of Seven finance ministers' meeting in London.

Commenting ahead of the official meeting, Mr Brown told Sky TV that there was "a will on the part of the finance ministers I've been talking to today to do something about [the debt write-off]".

Mr Brown said: "The uniqueness of this deal is that so much [debt] would be written off almost immediately more than \$40bn within a few weeks of the agreement."

Treasury officials on Friday night insisted a deal was imminent. But Mr Brown's remarks raised eyebrows among other delegations. Hans Eichel, the German finance minister, said the London meeting was unlikely to reach agreement. "We will try to get closer to a consensus."

He suggested a breakthrough was more likely when leaders meet at the Group of Eight summit in Scotland next month. If a deal is confirmed, rich countries would write off the \$40bn of debts owed to the World Bank, the International Monetary Fund and the African Development Bank by 18 countries.

Under the initiative, nine more countries could become eligible for an additional \$11bn write-off. In the distant future, 11 more nations might qualify for further debt forgiveness of \$4bn.

10

The financing cost to rich countries of this debt relief would be between \$1bn and \$2bn a year. The UK has made Africa one of the key priorities for its G7-G8 presidency this year. However, over the past five months Tony Blair, the UK prime minister, and Mr Brown appeared to have made little progress persuading other nations.

But the stalemate broke this week when the US agreed to increase its contributions to the international institutions. Washington now appears willing to commit further funds over the next three years and has committed itself to offer more generous funding of international organisations.

The details of additional funds flowing to the World Bank and the African Development Bank have yet to be announced. Although a deal on multilateral debt relief now appears imminent, Mr Brown made no mention of substantial progress on countries committing new resources for aid to Africa. The UK government has called for rich nations to contribute \$25bn a year for Africa alone.

European countries have repeated past pledges to increase their overseas development assistance to 0.51 per cent gross national income by 2010 and to 0.7 per cent by 2015. However, budgetary constraints might impede reaching this target.

The US, Japan and Canada are unwilling to make firm commitments to increasing aid as a share of national income.

The financing of debt relief is likely to come from existing aid budgets.

# European Union Pros and Cons

The concept of the European Union is a controversial one at times. The central idea is to achieve more financial and political stability through cooperation between European countries. This then means easier trading, migration and more but some feel



at the risk of a loss of national identity for the individual countries. Here we will look in more detail at some of the European Union pros and cons by looking at the changes that they've made so far and how they impact the continent positively and negatively.

# The Euro

One of the biggest changes that the European Union has made to the continent is to introduce the 'Euro' to many countries. This has many benefits meaning that people traveling through Europe only need carry one kind of currency through many of the countries (the countries combined are referred to as the 'Eurozone'). At the same time it also facilitates trade between those countries and gives them a common goal rather than pitting them against each other.

At the same time it is not without its negative points though. For instance the existence of the Euro is in some ways contributing to the economic crisis on the continent with countries like Greece that are struggling dragging down the overall value of the Euro for those countries that are not struggling (though conversely Greece would possibly be in a worse position were it not for the Euro).

# Migration

Another important aspect of the European Union pros and cons is the impact that the EU had on migration, and since the EU was implemented it has resulted in the ability to move more freely between countries both when traveling and when setting up residence. This makes the whole process much easier and means that residents are now freer to choose where they live and more able to move to warmer climates or the countries that provide work.

However on the downside it also makes it very difficult for certain countries to refuse entry to large numbers of refugees and immigrants which can place a strain on the individual country's resources. At the same time other countries may lose their skilled workers as they immigrate to countries where they can get better salaries for the same work.

# Trading

Many European Union pros and cons revolve around trading and the EU has brought in many rules and regulations that aim to encourage trade between European countries. This means on the one hand of course that more money stays within Europe, but it also in some ways limits corporations within those countries. For instance, a law, affecting procurement from the EU state companies, have to re-evaluate all contracts rather than staying with known businesses. While this gives more European countries a fairer chance of getting work, it also costs the individual organizations more and means more 'red tape' for them to navigate.

# **Politics/Democracy**

The European Union allows countries to do collectively what they could not do individually - that is to compete with countries like America and China on a global scale. This of course should in theory strengthen Europe's position globally and politically, but it also threatens to take away some of the power of individual governments. Many describe the European Union as 'bureaucratic' and at times even un-democratic as many of the officials are appointed rather than elected. These same officials then make many laws that impact the individual members states without input from their local governments. This takes the power away from the people and is one of the most serious cons of the European pros and cons. However at the same time this does allow for many large-scale changes to be implemented quickly on a broad scale recent laws on outdoor heating and on the engine sizes of cars for instance should have a very quick positive impact on the environment. The European Union of course also costs money which needs to be



considered among the European Union pros and cons and of course this money comes out of taxes.

In theory the original idea that sat behind the EU was to make war impossible by bonding the countries politically and culturally (Robert Schuman declared that a supranational community would make war 'not only unthinkable but materially impossible'). These ideas germinated following WW2, and since then a pan-European war has not occurred – and the EU can somewhat be credited with that.

# Culture

By bringing the disparate cultures of Europe closer together there are many European Union pros and cons. On the one hand it means that cultures are shared and individual countries are made more aware of the activities and beliefs of their neighbors. By the same token though, it also risks 'merging' these cultures to an extent where they are no longer as individual and diverse as they once were. The European Union pros and cons in this respect could almost be looked at as: more cultural diversity within member countries, but less across the continent.

http://www.europeword.com/blog/ europe/european-union-pros-and-cons/

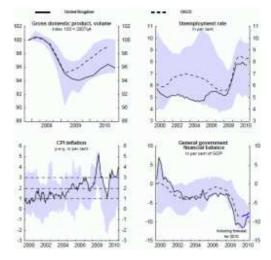
# Economic Survey of the United Kingdom 2011



The UK economy emerged from the 2008–09 recession with elevated public and private debt and high unemployment. Strong growth and macroeconomic stability in the run–up to the crisis had hidden a build–up of significant imbalances, influenced by overreliance on debt–finance and the financial sector, and booming asset prices.

These imbalances need to be addressed to ensure a sustainable and balanced recovery. The government is pursuing a necessary and wide ranging programme of fiscal consolidation and structural reforms aimed at achieving stronger growth and a rebalancing of the economy over time.

Selected indicators<sup>1</sup>



1. The shaded area indicates the maximum and the minimum among the seven major OECD countries.

Source: OECD, OECD Economic Outlook database.

A broad based recovery started in end-2009, but faces significant headwinds during 2011, which can be mitigated by monetary policy remaining supportive. The planned fiscal consolidation is needed to ensure that the fiscal position will be sustainable over time. Nonetheless, it adds to the headwinds from weak real income growth and a fading rebound in global trade. Monetary policy should hence remain expansionary, even if headline inflation is significantly above target, to support the recovery.

While the government's fiscal plans and reforms to the fiscal policy framework have significantly reduced fiscal risks, further improvements to the fiscal framework and reforms to make the financial sector more robust are needed. The government has embarked on an ambitious and necessary fiscal adjustment and strengthening of fiscal institutions, including the welcome creation of the Office for Budget Responsibility. Steps towards establishing a permanent fiscal framework should start to be undertaken as the public finances are returned closer to balance. The creation of a Financial Policy Committee will strengthen macro–prudential policy, but further steps are needed to deal with banks that are "too big to fail".

Reforms to housing policy should aim to increase affordability and mitigate excessive house price volatility by enhancing the supply of available land and reducing the volatility of housing demand. Rigid housing supply and fast-rising demand have fuelled house prices, reducing affordability and contributing to macroeconomic and financial instability. Policies to increase supply should focus on lowering barriers to access to land for housing and providing sufficient incentives for local communities to allow development. The current system of housing taxation is regressive, encouraging excess demand for housing and should be modified to better reflect the value of ownership.

Further reforms are needed to improve education outcomes in England, especially among disadvantaged groups. Despite significantly increased resources, education performance in England measured by PISA scores remains static and uneven, and could be improved by focusing resources more on disadvantaged children. The new pupil premium is a step in the right direction, but funding should be even more transparent. Higher and more equal autonomy across school types, in terms of hiring and pay, would support efficient deployment of resources. The quality of vocational training should be increased. Legislated tuition fee reforms could be taken further to lower fiscal costs and expand tertiary education.

To meet ambitious climate change targets and reduce emissions, higher and more consistent carbon prices are needed. Climate change is a global challenge, and working for higher, more broadly based and stable carbon prices within the European Union should be a priority. Domestic carbon pricing policies need to be harmonised and streamlined in terms of programmes and prices. More stable conditions for renewable energy providers would support deployment, but more R&D support for new technologies may be needed. Adaptation planning needs to proceed and focus initially on low-regret investment. http://www.oecd.org/document/38/ 0,3746,en 2649 34569 47283558 1\_1\_1,00.html

# What is the G8?



Since 1975, the heads of state or government of the major industrial democracies have been meeting annually to deal with the major economic and political issues facing their domestic societies and the international community as a whole. The six countries at the first summit, held at Rambouillet, France, in November 1975, were France, the United States, Britain, Germany, Japan and Italy (sometimes referred to as the G6). They were joined by Canada at the San Juan Summit of 1976 in Puerto Rico, and by the European Community at the London Summit of 1977. From then on, membership in the Group of Seven, or G7, was fixed, although 15 developing countries' leaders met with the G7 leaders on the eve of the 1989 Paris Summit, and the USSR and then Russia participated in a post-summit dialogue with the G7 since 1991. Starting with the 1994

Naples Summit, the G7 met with Russia at each summit (referred to as the P8 or Political Eight). The Denver Summit of the Eight was a milestone, marking full Russian participation in all but financial and certain economic discussions; and the 1998 Birmingham Summit saw full Russian participation, giving birth to the Group of Eight, or G8 (although the G7 continued to function along side the formal summits). At the Kananaskis Summit in Canada in 2002, it was announced that Russia would host the G8 Summit in 2006, thus completing its process of becoming a full member.

The G7/8 Summit has consistently dealt macroeconomic management, with international trade, and relations with developing countries. Questions of East-West economic relations, energy, and terrorism have also been of recurrent concern. From this initial foundation the summit agenda has broadened considerably to include microeconomic issues such as employment and the information highway, transnational issues such as the environment, crime and drugs, and a host of politicalsecurity issues ranging from human rights through regional security to arms control.

The responsibility of host rotates throughout the summit cycle at the end of the calendar year, as follows: France, United States, United Kingdom, Russia (as of 2006), Germany, Japan, Italy and Canada. Throughout the year, the leaders' personal representatives – known as sherpas – meet regularly to discuss the agenda and monitor progress.



In addition, the G7/8 has developed a network of supporting ministerial meetings, which allow ministers to meet regularly throughout the year in order to continue the work set out at each summit; these include the meetings of the finance ministers, foreign ministers and environment ministers, among others. G7/8 ministers and officials also meet on an ad hoc basis to deal with pressing issues, such a terrorism, energy, and

development; from time to time the leaders also create task forces or working groups to focus intensively on certain issues of concern, such as a drug-related money laundering, nuclear safety, and transnational organized crime.

The G7/8 provides an important occasion for busy leaders to discuss major, often complex international issues, and to develop the personal relations that help them respond in effective collective fashion to sudden crises or shocks. The summit also gives direction to the international community by setting priorities, defining new issues and providing guidance to established international organizations. At times it arrives at decisions that address pressing problems or shape international order more generally.

The summit members comply modestly with the decisions and consensus generated by and codified at their annual meeting. Compliance is particularly high in regard to agreements on international trade and energy, and on the part of Britain, Canada, and Germany. Summit decisions often create and build international regimes to deal with new international challenges, and catalyze, revitalize and reform existing international institutions.

In recognition of its centrality in the process of global governance, the summit has always attracted the attention of thousands of journalists at each leader's meeting, and of a number of countries seeking admittance to this exclusive and powerful club. It has also become a prime occasion for non-governmental and civil society organizations to advocate on behalf of their concerns. The annual meeting has been an opportunity for anti-globalization demonstrations since the Birmingham Summit in 1998; the protests turned violent in 2001 at the Genoa Summit, resulting in the death of a protestor.

http://www.g8.utoronto.ca/ what\_is\_g8.html

# The challenges facing the G8

By Andrew Walker Economics correspondent, BBC World Service

# The G8 circus has moved half way round the world - from Japan last year to Italy now. The economic problems they have to confront have moved just about as far.

At the Hokkaido Summit in Japan, they acknowledged a bit of a slowdown in economic growth but were positive about the future. They were worried about oil and food prices and inflationary pressures.

They misread the situation.

A year on as they get together at L'Aquila, and it is more than a slowdown.

In fact it was just two months after the Hokkaido summit that the financial crisis took on a new and more menacing form, with the implosion of the investment bank Lehman Brothers.

The result is that the world economy is likely to contract this year for the first time in the post-war era.

Worried about the price of oil? It is half what it was when they last met.

Inflation has vanished from view, though it could be lurking beyond the horizon due to measures taken to tackle the recession.

# G8 crisis

The G8 has lost its monopoly as a forum for wrestling with global economic problems.

The financial crisis has raised the profile of the wider G20, which includes the leading developing economies, from a rather obscure gathering of finance ministers and central bankers into a high profile summit.

# "One area that is sure to change as a result of the crisis is financial regulation and it is G8 countries that are in the lead"

But the G8 retains an important role. It was to a large extent a G8 crisis.

There is a debate to be had about the extent to which the currency policies of China and others provided the fuel for the credit firestorm.

But it was developed economies, or some of them, that struck the match.

And within the G20, the heavy lifting on many issues has been done by G8 countries.

## **Capital requirements**

One area that is sure to change as a result of the crisis is financial regulation and it is G8 countries that are in the lead.

The reform effort is already under way in the US. President Obama has set out an extensive package of measures intended to reduce the risks of a repeat.

The debate is underway elsewhere, including in the UK, where proposals are due very soon.

But some aspects will have an important international dimension, in particular the question of capital requirements for financial institutions.

Change does look likely in this area.

One of the key lessons of the financial crisis has been that many financial institutions did not have large enough financial shock absorbers to enable them to ride out the massive and unexpected losses they have accumulated.

The shock absorber is capital. The most important element is in the shape of shares and retained earnings, profits not handed out to shareholders as dividends.

The more a bank has, the larger the losses it can take before it sinks - or needs rescuing by a government lifeboat.

The chances are that banks will have to keep more capital in future relative to how much they lend.

That means either raising more from the stock market, paying out less of the profits to shareholders, or restraining the growth of new lending.



#### Lending worries

There is also a problem with capital requirements aggravating the economic cycle.

If a bank loses money in a recession, which eats away at its capital, one quick way of improving its capital ratio is to lend less and just salt away any loan repayments that come in.

# "There are not so many toxic assets on the banks' books in Canada"

It has been a familiar problem in the current downturn. Banks anxious to repair their frayed safety nets have become more wary of making new loans.

The challenge then is to make bank capital requirements "counter-cyclical" in the jargon.

That is, to make them restrain booms and ease the retrenchment in the bust.

It is a nice, even obvious idea. But it is hard to do in practice.

#### **Reform momentum**

Bank capital is an issue that has already had a push from the G20, which essentially said, "let's do it once economic recovery is assured". But it is in G8 countries that the financial system blew up, though there is one member of the group that might feel a little smug - Canada.

It is not unscathed, but has not sustained anything like the damage that its southern neighbour has.

The reasons include the fact that Canadian banks had plenty of capital when the crisis hit, along with management with less enthusiasm for risky business.

There are not so many toxic assets on the banks' books in Canada.

All this is far too technical for the G8 leaders to settle it at a summit.

But it is important enough to justify them spending a little time trying to give the reform some momentum.

Story from BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/2/hi/ business/8136694.stm

Published: 2009/07/06 23:00:55 GMT © BBC 2011

http://newsvote.bbc.co.uk/mpapps/ pagetools/print/news.bbc.co.uk/2/hi/ business/8136694.stm?ad=1





1. Read about the American physicist and historical figure Benjamin Franklin and be able to discuss. Mind that the spelling of words in the texts is in American English.



BENJAMIN FRANKLIN 1706-1790

# Franklin was born January 17, 1706. His tercentenary is going to be celebrated in 2006.

In 1776 Benjamin Franklin helped draft the Declaration of Independence and soon after set sail for Paris, sent by the Continental Congress to negotiate a treaty with the French. He was welcomed with great enthusiasm, for his fame had preceded himfame not as a statesman but as a scientist. He was already one of the eight foreign associates of the French Academy of Sciences (a century would pass before another American got this rare honor). As the "Newton of electricity" whose theories, experiments and lightning rods were known the length of Europe, Franklin was given a respectful hearing. Deliberately simple in dress and manner, sparkling with wit and homely wisdom, Franklin quickly convinced

his audience that he – and by extension the newborn United States of America – embodied unspoiled virtue. He became perhaps the chief factor in winning the support of the French government and its fleet, support which proved decisive in the War for Independence. If Franklin the diplomat could achieve so much, it was largely because first he was Franklin the scientist.

He was forty years old before he took up scientific research; until then he had been chiefly concerned with earning a living. His brief formal education ended at the age of ten when he was removed from school to help his father, a Boston chandler and soap maker. But he had acquired an interest in books and was soon apprenticed to his elder brother, a printer. Before the end of his apprenticeship he ran away to seek his fortune, and after a short time in Philadelphia, sailed for England. In London he perfected his knowledge of the art of printing and made friends with some gentlemen scientists. He just missed being introduced to the aging Isaac Newton. Returning to Philadelphia in 1726, Franklin set up a printing business. His Poor Richard's Almanack and other publications were popular, and he also succeeded in colonial society, throwing himself enthusiastically into every variety of civic affairs.

In 1743 an itinerant lecturer from England demonstrated the latest electrical experiments to the wondering colonials. Franklin saw these demonstrations and later bought the lecturer's entire apparatus. In 1745 he began to experiment on his own, and soon after turned the management of his printing business over to a partner. "When I disengaged myself ... from private business," he wrote, "I flattered myself that, by the sufficient though modest fortune I had acquired, I had secured leisure during the rest of my life for philosophical studies and amusements."

Experimental "philosophy" and parlor "amusements" were not far apart in the 1740's. The phenomena of electricity in particular seemed of minor importance; often they were studied out of simple fascination with the curious toys and perplexing contradictions that made up the bulk of the subject. Franklin, too, invented such tricks: see the queer game of "treason" and the electrical barbecue in Letter IV, below. But he also sought the principles behind the games. Aided by Philadelphia friends, but using chiefly his own skilled hands and ingenious brain, he devised simplesometimes overly simple-explanations for the bewildering variety of electrical phenomena. (During the same period he also served on the Philadelphia city council and the Pennsylvania assembly, and was much occupied with the problem of defending the colony from hostile Indians and privateers.)

Electricity, said Franklin, is a substance which is conserved, and which may be either "positive" (in excess) or "negative" (deficient) in a body. The electrical fluid or "fire" repels itself and is attracted to the substratum of "common matter." Franklin also held that the common matter attracts itself; it was left to one of his admirers, Franz Aepinus, to show that Franklin's principles required that common matter repels itself. Despite its flaws, the "Franklinist" theory explained electrical phenomena far better than any previous one, and after improvement by Aepinus and others it drove its rivals from the field throughout Europe.



Franklin meanwhile proposed an experiment which would prove at the same time two exciting conjectures: that electricity is a powerful and universal force of nature, and that this force can be controlled. He suggested that a sharp point might "draw" electricity from a thundercloud, just as a grounded point will discharge a nearby charged object in the laboratory. This "Philadelphia experiment" was first tried in France with a tall pointed rod; it worked, making Franklin famous as the man who showed how to steal sparks from the lightning. A little later and independently he tried the experiment himself, using a kite instead of a tall rod (a dangerous activity, which later killed another experimenter).

While his electrical work was his greatest scientific achievement, Franklin also contributed to knowledge of heat conduction, storms, the Gulf Stream, etc., and invented bifocal glasses, the rocking chair, daylight saving time, and more. He might have done more still, but after he had been working for only a few years on electricity, his country called him to other tasks. He put aside his researches reluctantly and even into his old age kept hoping to return to them.

II. Read about Joseph Henry and be able to discuss his scientific interests and achievements.



**JOSEPH HENRY** 1797-1878

Well into the nineteenth century American science existed, where it existed at all, either as a genteel pastime or as an adjunct to the urgent needs of the new nation-agriculture, navigation, exploration. The best research was usually done in fields serving these practical interests, and the closest approach to physics was work in positional astronomy, meteorology, geology and the like. Joseph Henry arose from this tradition and quickly surpassed it. Henry's parents both came to America from Scotland as children in the turbulent year 1775. His father, a poor laborer, died when the son was still a boy, and young Henry was soon apprenticed out to a watchmaker and silversmith in Albany, New York. Nothing distinguished Henry from other half-educated young craftsmen except strong interests in amateur theater and in reading. But at the age of sixteen he chanced to read a book of *Popular Lectures on Experimental Philosophy, Astronomy, and Chemistry*. Fascinated by this glimpse of science, he resolved to learn more.

In 1819 he enrolled in the Albany Academy. In modern terms this would be closest to a private secondary school, but in early American terms it offered the equivalent of a college education. Henry went beyond the coursework, avidly reading books in every area of science and many other fields. He meanwhile made use of each increment in his learning to support himself, progressing from country schoolmaster through tutor of wealthy youths and road surveyor to Professor of Mathematics and Natural Philosophy at the Albany Academy.

A few years later he described his situation in a letter: ". . . My duties at the Academy are not well suited to my taste. I am engaged on an average seven hours in a day, one half of the time in teaching the higher classes in Mathematics, and the other half in the drudgery of instructing a class of sixty boys in the elements of Arithmetic." Nevertheless he found a little time, a little space, and a little money to do research.

Like most scientists of his day Henry was no specialist, and matters like meteorology took his attention throughout his life. At the Albany Academy he prospected in various areas of physical science and almost at once struck his vein of gold: electromagnetism. He was inspired in part by reports of a rudimentary electromagnet constructed in Europe and in part by theoretical ideas based on his reading of Ampere. He began to build electromagnets which, for the first time, were wound with many strands and layers of insulated wire. (According to legend, for insulation he used silk strips torn from his wife's petticoats.) He carefully distinguished between "quantity" circuits of high amperage and "intensity" circuits of high voltage; he worked out what we now call impedance matching; he independently found a preliminary sort of Ohm's law. Understanding electrical circuits better than any of his predecessors, he built an electromagnet that could hold up to 750 pounds of iron, yet required a battery of only modest size and cost.

Electromagnets of such efficiency were a marvelous new tool for science. Henry used them to build "philosophical toys" which foreshadowed the telegraph and the electric motor. The strong magnetic fields were equally valuable for fundamental research and allowed him to discover mutual induction and self-induction. All this soon brought Henry international fame. His reputation would have been still greater had it not been for Faraday, who, with equal genius and better working conditions in England, had anticipated some of Henry's discoveries.

In 1832 Henry went to Princeton (then called the College of New Jersey) as professor of natural philosophy, one of the handful of positions in America which would give a physicist enough time for research. Here he did much solid work on electricity and magnetism and also published papers on capillarity, phosphorescence, the heat of sunspots, the aurora, and more. He was widely respected, usually a reticent man but outspoken when the needs of science were at stake. Throughout his life he held devoutly to the Presbyterianism in which he was raised. Over the years he attracted a number of close friends: he worked with them to raise the level of pure science in America, which they considered dismally low.

In 1846 he accepted the post of Secretary in the new and unformed Smithsonian Institution. Much of his life thereafter was spent in giving governmental bodies scientific advice, particularly on practical matters, and



in working to keep the Smithsonian from becoming a purely curatorial institution. As director of the Smithsonian and as President of the fledgling National Academy of Sciences from 1867 to his death, Henry worked to ensure that America would support sciencenot only applied but also pure science, not only amateur but also rigorous and professional science.

III. To read the works by J. Henry, you can go to the websites:

On the Production of Currents and Sparks of Electricity from Magnetism.

http://www.aip.org/history/gap/henry/ 08\_Henry.html

On Electro-Dynamic Induction.

http://www.aip.org/history/gap/henry/ 08\_Henry.html

*IV. Read the text about Albert Michelson and be able to discuss his discoveries and his career.* 



# ALBERT ABRAHAM MICHELSON 1852-1931

In the nineteenth century American professors' salaries would seldom support a dignified style of life, and to be a proper physics professor it was usually necessary to inherit wealth or marry it. It was less necessary to have a doctorate-as late as 1900 only a minority of professors had the Ph.D. and physicists could set out with any sort of training. Albert A. Michelson's background, which seems odd to modern eyes, was not surprising in his own times.

Born in Strelno, Prussia (later Strzelno, Poland), son of a Jewish merchant, Michel-

son was brought to America as a small child. He grew up in the rough, booming mining towns of Murphy's Camp, California and Virginia City, Nevada. In 1869 he went to Annapolis as an appointee of President U. S. Grant. After graduation he stayed on at the Naval Academy as a science instructor.

A single event in November 1877 stamped a pattern on his life. While preparing a lecture demonstration of Foucault's method for determining the velocity of light, Michelson realized that if he collimated the beam he could get a much longer optical path-length and thus a great increase in sensitivity. In the next two years he did the experiment, aided by his enthusiasm and mechanical talent, and also by a grant from his father-in-law, amounting to \$2000 (the equivalent of ten times as much today). Encouraged by success and by the advice of the prominent astronomer Simon Newcomb, Michelson resolved on a career in physics. He went to Europe for two years of study.

At Helmholtz's laboratory in Berlin Michelson designed and built a fundamental experiment. He had in mind a new sort of interferometer, sensitive enough to measure the second-order effects depending on the velocity of the earth's motion through the ether-that odd, stiff fluid which physicists of the day required as a medium to carry the vibrations of light. Michelson got a null result, and was disappointed. He felt that he had failed to measure the ether.

In 1882 he took a position at the Case School of Applied Science, the first of a series of positions at newly-founded science schools. He collaborated with the respected chemist Edward Morley in several researches, of which the most important was a repeat, now far more sensitive, of the Berlin experiment. skilled Morley, а experimentalist, made major contributions to the design and execution. The result was another discouraging "failure"; it seemed impossible to detect any motion through the ether. This experiment of Michelson and Morley was quickly recognized as the most



striking and significant of several different kinds of attempts to measure the ether, which together prepared the ground of doubts and opinions among European physicists from which Einstein's theory of relativity sprang. Michelson later acknowledged the importance of Einstein's work, but to the end of his life he could never believe that light was not a vibration in some sort of ghostly ether.

In 1889 Michelson went to Clark University, and three years later moved on to become the head of the physics department at the University of Chicago, newly erected on a solid foundation of Rockefeller money. Both schools were struggling to guarantee scientists enough funds and time for pure research, while not neglecting education. As a teacher Michelson was aloof and forbidding, but lucid. In the course of his painstaking and exhausting researches and a difficult first marriage he had developed reserve and self-restraint. Still he was able to help physics teaching and research flourish at Chicago, and he was among the founders of The American Physical Society, becoming its second president.

For many years he labored to make diffraction gratings better than Henry Rowland's But he was better known as the man who measured the International Meter in Paris against the wavelength of cadmium light; as the first American scientist to win a Nobel Prize (1907); and as the first person to measure the angular diameter of a star, which he did at the age of 67 with one of his beloved interferometers. His most sustained efforts went into surpassing his own classic measurements of the velocity of light. In 1926 he did this on a 22-mile baseline, within an uncertainty of +/-4 km sec-1. Five years later he tried another measurement, now in an evacuated pipe a mile long, and died as he was writing up his results.

In the nineteenth century, while physics lagged in the United States, American engineers and inventors had already become the equals or superiors of any in the world. American physicists felt the influence of this tradition, drawing on engineering and inventive skills in their pursuit of fundamental problems. The result can be seen in its most beautiful form in the Michelson-Morley apparatus, which managed to be at the same time ingenious and straightforward, massive and exquisitely delicate.

V. To read the work by A. Michelson, you can go to the website:

On the Relative Motion of the Earth and the Luminiferous Ether

http://www.aip.org/history/gap/Milchelson/01\_Milchelson.html

VI. Read the information about Henry Augustus Rowland and be able to discuss his life and career.



HENRY AUGUSTUS ROWLAND 1848-1901

Once when Henry Rowland was involved in a lawsuit, the court noted the fact that he was "the highest known authority in this country upon the subject of the laws and principles of electricity..." From this incident there grew a legend that Rowland had declared under oath that he was the world's greatest physicist. Like many apocryphal tales about scientists, this one symbolizes a truth: some American physicists were growing self-confident as the nineteenth century ended. After long struggle they had finally won to a high level of excellence.

None struggled harder than Rowland. His boyhood and youth were spent in impassioned efforts to find the means and the



freedom for fundamental research. He came from a long line of sturdy Protestant theologians (his great-grandfather had spoken from his pulpit against foreign oppression so zealously that during the War for Independence, when a British fleet invested Providence, he had to flee the city). Henry Rowland was expected to go into the ministry, but he preferred to work on homemade experiments. He rebelled so strongly against education in the classics that his family gave in, and at the age of seventeen he was sent to Rensselaer Technological Institute. He graduated in 1870 as a civil engineer and after two years in unsatisfactory jobs returned to Rensselaer as instructor in natural philosophy.

Whatever time he could spare from teaching he spent in research on magnetic permeability. His report on his work was rejected by the American Journal of Science. so he sent it to James Maxwell in Britain; Maxwell, impressed, had it published in London in the Philosophical Magazine. Few people in the United States noticed the paper. Rowland grew increasingly disgusted with his situation at Rensselaer and with the difficulties of physics research in America generally. Later, in 1883, he told a meeting of the American Association for the Advancement of Science. "I here assert that all can find time for scientific research if they desire it. But here, again, that curse of our country, mediocrity, is upon us. Our colleges and universities seldom call for first-class men of reputation, and I have even heard the trustee of a well-known college assert that no professor should engage in research because of the time wasted.'



Rowland's quest for a place to do research ended suddenly in 1875 when he met Daniel Coit Gilman. Gilman was assembling a faculty for the newly endowed Johns Hopkins University, which was to be America's first true research institution, complete with graduate students, on the German model. Rowland joined happily and was sent on a tour of Europe to study laboratories and buy instruments. At Helmoltz's laboratory in Berlin, Rowland (like Michelson five years later) paused to perform a fundamental experiment which he had conceived earlier but had lacked the means to perform. This was a search for the magnetic effect of a charged rotating disc, a matter of considerable interest at a time when Maxwell's equations were the subject of vigorous debate. The experiment was difficult in the extreme, demanding extensive mathematical calculations as well as measurements at the edge of detectability, but Rowland carried it off. His work, the first demonstration that a charged body in motion produces a magnetic field, attracted much attention.

Rowland returned to Johns Hopkins with one of the finest collections of research instruments in the world. At the university he gave as little attention as possible to administration and teaching. To his students and colleagues he was often a forbidding figure, intolerant of mediocrity, so devoted to the truth that his frank criticism could be devastating. He spent most of the 1870's and 1880's in his laboratory turning out a remarkably varied and competent series of researches.

Although he was a capable mathematician and did some work on electromagnetic theory, Rowland's true genius was for experiment. He determined authoritatively the absolute value of the Ohm, the ratio of electrical units, the mechanical equivalent of heat, and the variation (which he was the first to demonstrate) of the specific heat of water with temperature. He also suggested and supervised the experiments which led one of his graduate students to the discovery of the Hall effect. But his greatest contribution to science was the construction of diffraction gratings, begun in 1882. Rowland's gratings were more than an order of magnitude larger and more accurate than any previous ones. He also discovered the peculiar advantages of ruling a grating on a concave surface. He sold hundreds of his plane and concave gratings at cost, and for a generation they were the foundation of physical, chemical and astronomical spectroscopy around the world. Rowland himself used his gratings to prepare a classic map of the solar spectrum.

Rowland married in 1890 and soon after learned that he was dying of diabetes. To provide for his family he devoted himself to inventing and patenting improvements in telegraphy. He wished to leave something for physics, too, and towards his death he was one of the principal founders and first president of The American Physical Society.

Rather than give one of Rowland's many excellent and elaborate scientific papers, we have chosen his description of the simple mechanical device with which he revolutionized spectroscopy, from the Encyclopedia Brittanica (9th ed., p. 552-53, reprinted here from The Physical Papers of Henry Rowland, 1902). We also give his famous address to The American Physical Society, reproduced from the first number of the Society's Bulletin (1899). It presents an overview of physics on the eve of the revolutions of quantum mechanics and relativity, and also gives an overview of the physicist himself. Today Rowland's image may seem almost arrogant in its elitism-but it was such feelings that raised American physics to a high professional level.

VII. To learn more about A. Rowland's discoveries and achievements, you can go to the following websites: Screw

http://www.aip.org/history/gap/rowland/ 01 Rowland.html

The Highest Aim of the Physicist http://www.aip.org/history/gap/rowland/ 01 Rowland.html

VIII. Read about Arthur Holly Compton's life and career. Be able to discuss the information you've got.

When Arthur Compton graduated from college he considered taking up a religious career. But his father advised him that he



**ARTHUR** HOLLY **COMPTON** 1892-1962

ought to go into science: "Your work in this field may become a more valuable Christian service than if you were to enter the ministry or become a missionary." Such thoughts helped Compton reconcile the two chief influences of his upbringing, devout religion and intellectual work. His father was Professor of Philosophy and later Dean of the College of Wooster, where Arthur was educated; his older brother and good friend Karl, later a noted physicist and president of the Massachusetts Institute of Technology. communicated his own love of science.

At an early point Karl introduced Arthur to the study of X-rays, which was to be the younger brother's main line of work for many vears. In 1913 he followed Karl to Princeton. and for his Ph.D. thesis studied the angular distribution of X-rays reflected from crystals. On graduation in 1916 he married a classmate from Wooster College, Betty McCloskey, who became an intelligent and enthusiastic partner in his later activities. Compton was named instructor in physics at the University of Minnesota, one of a number of statesupported schools that were working hard to teach science and to introduce the spirit of pure research. The experiments begun here eventually led Compton to state that magnetization of a material depends not on the orbits of the electrons in it, but on the electron's own elementary characteristics; he was the first to suggest the existence of quantized electron spin.



Meanwhile he found a job in industry. Engineering had always attracted him, and in 1917 he took a well-paid position as research engineer for Westinghouse. In this work (and in later work helping General Electric develop fluorescent lighting) Compton was starting on a path that many American physicists followed. Industrial laboratories were growing even more rapidly than academic ones; before World War I industry employed less than 10 percent of the members of The American Physical Society, and not long after, 25 percent.

In 1919 Compton was awarded one of the first National Research Council fellowships. These gave many American physicists of the 1920's and 1930's a chance to study as they chose, and for Compton this meant X-rays. He took his fellowship to the Cavendish Laboratory in England. But the X-ray apparatus there turned out to be inadequate, so he worked on allied problems with gamma rays. He conclusively verified earlier studies by others that showed puzzling variations of wavelength with scattering angle. Back in the United States as head of the physics department in Washington University, St. Louis, Compton pursued this problem, now working again with X-rays. Since his childhood he had possessed great selfconfidence, manual skill, ingenuity and patience. All these combined to help him perfect his apparatus and measure the shift of wavelength with scattering angle that is now known as the Compton effect. Studying this result, he carefully considered and eliminated various attempts at classical explanation. In late 1922 he hit upon the stunningly simple answer, which required special relativity and quantum mechanics, both used in ways that were scarcely understood at the time. When he reported his experimental and theoretical results at meetings of The American Physical Society, Compton stimulated strong interest and strong opposition. But his work quickly triumphed and had a powerful effect on the development of quantum theory. Compton's

work, along with the work of others of his generation, marks the emergence of American theoretical physics as the equal of any in the world.

In 1923 Compton took up the professorship at the University of Chicago just vacated by Millikan. Like his predecessor he proved to be a remarkable teacher, attracting and stimulating many students. With their help he continued to produce important papers, first on X-rays and later on cosmic rays. Following the family tradition of Christian service to education, just after the Second World War he reluctantly left physics research to become a highly successful chancellor of Washington University.

During the war Compton was in charge of the "Metallurgical Laboratory" in Chicago where Enrico Fermi and others worked on the fission chain reaction. Leading the Met Lab was a nerve-wracking job, for the scientists there were under intense pressure. They were never sure that German scientists would not be the first to set off a nuclear bomb. Compton and many others had always felt that physics was important to the future of the nation, but this was the first time American physicists had seen that their very lives and freedom might depend on the progress of their research. When the world's first nuclear reactor went critical at the Met Lab on December 2, 1942, physicists became central figures in a new geopolitics.

Momentous though the development of the chain reaction may be, the development of atomic physics and quantum mechanics may turn out in the long run to be still more important.

Compton's crucial contribution to this is laid out in the paper A Quantum Theory of the Scattering of X-Rays by Light Elements.

IX. To read this paper you can go to the website:

A Quantum Theory of the Scattering of X-Rays by Light Elements

http://www.aip.prg/history/gap/Compton/ 01\_Compton.html



#### SUPPLEMENTARY READING



1. Read the articles on medical issues for the information and discuss them.

# THE TOP 10 MEDICAL ADVANCES OF THE DECADE

# Stem cells – gateway to 21st century medicine

Stem cells promise to be a powerful new technology that can't be ignored. Proponents say they will revolutionise medicine, while opponents call them Frankenstein technology. Just what are these headline-making cells?

# What are stem cells?

Most of the 300 trillion cells of the body have completely specialised functions. Blood, lung, brain, skin or liver cells are all wonderfully specialised for what they do. By and large, they cannot do anything other than what they were designed for. Stem cells, on the other hand, do not have a specialised function; they are an immature kind of cell that still has the potential to develop into many different kinds of cell. They are 'allpurpose' cells.

There is another characteristic of stem cells that makes them so prized. Unlike our specialist cells, stem cells have the capacity to keep multiplying. This capacity to both proliferate and form different types of cells makes them ideal for replacing damaged tissue. Need new pancreatic cells to replace the ones you've lost to diabetes? Let stem cells churn them out for you. And being human cells, stem cells could also be used to study disease development, to test new drugs on human tissues and to trial different ways of treating disease. That's the potential of stem cells and the reason why research scientists, biotech companies and sick people are so passionate about having the freedom to develop that potential.

# Types of stem cells

Scientists distinguish between several types of stem cells.

*Embryonic stem cells* are obtained from surplus 5-day-old embryos. Such embryos are produced in the 'test-tube' for infertile couples, but often more are produced than needed. These surplus embryos are stored in the freezer and normally thrown away after 5 years. Embryonic stem cells, derived from surplus embryos, can be programmed to become almost any cell of the body (they are pluripotent). They also have the capacity to keep proliferating indefinitely in a culture dish.

*Embryonic germ stem cells* come from six to nine week old embryos, from cells that would normally develop into eggs or sperm. Like embryonic stem cells they can develop into any cell type. Unfortunately, though embryonic germ cells don't keep dividing for as long as embryonic stem cell lines when cultured, so they may not be as suitable for research.

Adult stem cells exist in mature tissues and supply the tissue with replacement cells throughout life. For instance, our blood stem cells churn out 5 million cells per second! Until recently, only tissues like blood and skin, which replace themselves prodigiously, were thought to have stem cells. Now it seems that whichever organ researchers look at, they find stem cells, even when those organs don't seem

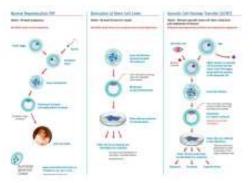


to be very good at replacing their lost cells, like the brain or pancreas.

Compared to embryonic stem cells, which can make replacement cells for any tissue, adult stem cells are normally dedicated to making the cells for one particular tissue. For instance, skin stem cells usually can only make skin, not brain or blood. And when isolated and placed in the culture dish, they don't grow indefinitely as embryonic stem cells do.

*Umbilical cord stem cells* are collected from umbilical cord blood and can make a limited number of different cell types (they are multipotent).

More recently, stem cells have been developed that have the benefits of embryonic stem cells - they keep dividing and can form a range of cell types – but are made using normal adult cells (like skin cells). One way of doing this is to insert the nucleus from an adult cell into an egg that has had its nucleus removed (somatic cell nuclear transfer). The egg then develops into an embryo yielding embryonic stem cells that are matched to the adult cell donor. Another technique does away with eggs altogether and reprograms adult cells to behave like embryonic stem cells (induced pluripotent stem cells). Both technologies have only recently been used to produce human cells and will need





Producing stem cells from embryos and somatic cell nuclear transfer (Image: Australian Stem Cell Centre) extensive research before they can be used therapeutically.

http://www.science.org.au/nova/079/ 079print.htm#key text

# Cures from stem cells

Type 1 diabetes and Parkinson's disease are seen as good candidates for stem cell therapy. Both diseases cause the loss of a relatively small amount of tissue. In juvenile diabetics, the insulin-producing cells of the pancreas are destroyed by the immune system. In Parkinson's disease the dopamineproducing cells of the brain are destroyed – no-one really knows why. Researchers have already had some success treating patients by replacing the lost tissue with material from aborted fetuses (in the case of Parkinson's disease) or donated pancreases (in the case of type 1 diabetes).

But aborted fetuses and donated organs are not the solution to the problem. Not only is the quality of these tissues unreliable, but the amount available is a drop in the bucket compared to the numbers of patients who would benefit from stem cell therapy. It has already been shown to work in mice suffering from symptoms of Parkinson's disease. In time, human stem cells might provide an endless supply of high quality material to treat all patients.

Most researchers believe it is essential to carry out research on both embryonic and adult stem cells. Both have advantages and drawbacks. Researchers cannot yet say which types of cells will work best. In general, the advantage of starting with embryonic stem cells is that they can be grown in large quantities, but at some point the researcher has to train these cells to become dopamine-producing brain cells or insulinproducing pancreatic cells, and that is the difficult part.

On the other hand, adult stem cells taken from the brain or pancreas are already programmed to make brain or pancreas cells. The problem is they don't grow very well in the culture dish. And it is difficult to procure spare adult stem cells. At the moment, researchers use cadavers to obtain brain and pancreatic stem cells.

# The biological hurdles to stem cell therapy

Although progress is being made and the technology is rapidly changing, it will take another 10 to 15 years of development and testing before many proposed applications of stem cells will be used. Any stem cell therapy will have to clear several hurdles.

# Immune rejection

The first hurdle to clear is immune rejection. Patients receiving a graft of embryonic stem cells or adult stem cells sourced from cadavers would probably be treated in much the same way that organ transplant recipients are treated. The grafts would be matched to the individual patient and anti-rejection drugs would be used. Patients receiving brain cells may not need these drugs: the brain seems to get away with less surveillance by the immune system than other parts of the body. And there is one type of stem cell known as a mesenchymal stem cell that seems to evade detection by the immune system. Everyone carries mesenchymal stem cells in their bone marrow; they normally give rise to cartilage, bone or muscle cells. If these cells do not trigger immune rejection they could be used in future treatments of bone and joint diseases or repair heart muscle damaged during a heart attack.

If patients provide their own stem cells, then of course immune rejection is no problem. Leukaemia patients routinely rely on their own stem cells. A reserve of their bloodforming stem cells (found in bone marrow, but different from mesenchymal stem cells) is stored away. After cancer therapy, which destroys stem cells, patients rely on the stored stem cells to rapidly restore their red and white blood cell counts to normal. Burn patients rely on the stem cells present in a tiny square patch of skin to seed the growth of metres of new skin in the culture dish.

# Cancer

Any stem cell, adult or embryonic, has the ammunition it needs to give rise to cancer: an explosive ability to grow and to change into other types of cells. In fact, researchers now realise that at the heart of many common cancers lies an adult stem cell gone awry.

Any stem cell lines injected into patients have to be carefully tested first in animals to see if they give rise to cancer. Though cautious, researchers believe they will be able to tame the tendency of stem cells to form cancers.

# Opposition to embryonic stem cell research

Some people oppose embryonic stem cell research on religious grounds. Many Catholics, for instance, take the view that from the moment of conception an embryo is a human being with a soul, and that using these embryos is like dismembering a person. But not all religious people take this view. Some believe that an individual human being does not truly arise until the embryo has implanted into the wall of the mother's womb at around 14 days. According to that view, these embryos are too primitive to be to considered human beings and so it is not unethical to use them for life-saving research, especially if they are to be thrown away in any case.

Some people even argue it is unethical NOT to use embryonic stem cells to search for cures for diseases. Though no-one can guarantee that such research will be successful, embryonic stem cells offer new hope. As with many problems of ethics, it comes down to balancing the needs of one party versus another. In this case it is a matter of weighing



the hopes of sick people for a cure against the beliefs of another group of people.

Some people are fearful of human embryonic stem cell research, because they see it as yet another step on the slippery slide that will lead to widespread human cloning. In the public mind, the techniques for cultivating embryonic stem cells seem linked to cloning, but they are actually separate technologies. Researchers could happily go ahead developing embryonic stem cells to provide replacement tissue for patients without ever touching cloning techniques.

But having said that, some researchers are looking into combining cloning techniques with embryonic stem cell culture techniques through somatic cell nuclear transfer (SCNT). This is not for the purpose of cloning an individual, but for growing replacement tissue that is perfectly matched to a patient. This would eliminate the need for life-long use of anti-rejection drugs.

# Stem cells and cloning legislation

After extensive debate, the Australian Parliament passed legislation in 2002 that regulates embryonic stem cell research and cloning (Box 1: How has stem cell research been legislated in Australia, the US and the UK?). This was amended in 2006 as research and attitudes changed. But because new developments are emerging all the time, legislation is hard pressed to keep up. In 2008 a Californian group announced the production of an early embryo from human skin cells, opening up the door to patient specific stem cell therapy. Under Australia's 2002 legislation the Californian experiment would have been illegal.

# BOX 1. HOW HAS STEM CELL RE-SEARCH BEEN LEGISLATED IN AUS-TRALIA, THE US AND THE UK?

# Australia

In December 2002, Australia passed two pieces of federal legislation to regulate cloning and embryonic stem cell research The first, *Prohibition of Human Cloning Act 2002*, outlawed any form of human cloning, whether it be to generate tissues (therapeutic cloning) or a new human being (reproductive cloning). The second, *Research Involving Human Embryos Act 2002* allowed researchers to access surplus human embryos, under strict conditions.

A major objection to stem cell research, from both religious and non-religious groups, is that it devalues human life because it uses embryos as 'a means to an end'. For that reason Australia's legislation ensured that embryos could not be created for the sole purpose of harvesting their stem cells. Then in 2006 legislation was passed allowing therapeutic cloning to develop stem cells for research and ultimately therapy.

Scientists wanting to use therapeutic cloning (or somatic cell nuclear transfer) must first obtain a licence from the National Health and Medical Research Council.

# **United States**

In the US, government-funded researchers have not been allowed to make stem cells from spare human embryos. But there is no criminal law against it; so researchers in private companies have not had the same constraints as researchers receiving government funding. Government-funded scientists say the US effort is falling behind because of the restrictions placed on them.

At present, these government-funded researchers have access to only nine embryonic stem cell lines. Five of which came from Australia. Although this will change with the 2009 announcement that embyonic stem cell restrictions will be lifted. Scientists think that more cell lines are needed for a number of reasons. For example, additional cell lines would provide more genetic diversity, they would be a source of replacements in case problems develop with existing cell lines,



and they could serve as sterile lines for future cell-based therapy.

# **United Kingdom**

The House of Commons (December 2000) and the House of Lords (January 2001) voted in favour of permitting research using human embryonic stem cells and approved the creation of embryos for specific research purposes. Under strict licensing the relevant legislation allows research involving human embryos that have not exceeded the fourteenth day of their development. The Human Fertilisation and Embryology Authority has regulatory responsibility and will not licence any research that has reproductive cloning as its aim.

http://www.science.org.au/nova/079/ 079print.htm#key text

II. Read the biography of the scientist, whose bicentinery was marked and whose works in geology, botany, biogeography, invertebrate zoology, psychology are still discussed and debated in the scientific world.

# **CHARLES ROBERT DARWIN**

2009 was the 150th anniversary of the publication of *On the Origin of Species* (24 November 1859) and the 200th anniversary of Darwin's birth (12 February 1809).

# Biography

PERHAPS no one has influenced our knowledge of life on Earth as much as the English naturalist Charles Robert Darwin (1809-1882). His theory of evolution by natural selection, now the unifying theory of the life sciences, explained where all of the astonishingly diverse kinds of living things came from and how they became exquisitely adapted to their particular environments. His theory reconciled a host of diverse kinds of evidence such as the progressive nature of fossil forms in the geological record, the geographical distribution of species, recapitulative appearances in embryology, homologous structures, vestigial organs and nesting taxonomic relationships. No other explanation before or since has made sense of these facts.

In further works Darwin demonstrated that the difference between humans and other animals is one of degree not kind. In geology, zoology, taxonomy, botany, palaeontology, philosophy, anthropology, psychology, literature and theology Darwin's writings produced profound reactions, many of which are still ongoing. Yet even without his evolutionary works, Darwin's accomplishments would be difficult to match. His brilliantly original work in geology, botany, biogeography, invertebrate zoology, psychology and scientific travel writing would still make him one of the most original and influential work-





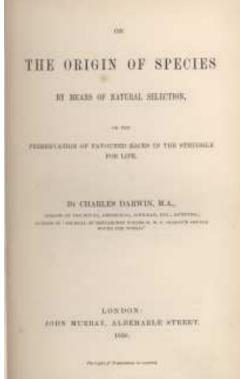
ers in the history of science. Darwin's writings are consequently of interest to an extremely wide variety of readers. This site contains the largest collection of his writings ever published.

# The Origin of Species

In the *Origin of Species* Darwin first tried to convince his readers that organisms are malleable and not fixed natural kinds. He demonstrated that domesticated plants and animals were known to be highly variable and to have changed so much as to be classified as different species if they were not already familiar.

He then showed that the existence and abundance of organisms was dependent on many factors, which tended to hold their numbers in check such as climate, food, predation, available space etc.

Only then did Darwin set about showing the effects of differential death and survival



on reproduction and the persistence and diversification of forms—natural selection. In other words Darwin's theory of evolution has three main elements or requirements: variation, selection and heredity. If all individual life forms are unique, which no one denied, and these differences could make a difference to which organisms lived to reproduce and which did not, then, if these differences could be inherited by offspring, subsequent generations would be descended from those which were lucky enough to survive.

An illustrative example is seen in the recent work of biologists in the Galapagos Islands. During a drought season when no new seeds were produced for an island's finches to eat, the birds were forced to hunt for remaining seeds on the ground. Soon all the visible seeds had been devoured. It so happened that those with slightly thicker beaks than average could turn over stones a little bit better than the rest to find the remaining seeds and so the birds which survived the famine tended to be thicker beaked. When the drought ended and the birds again had young, this new generation had slightly thicker beaks. This is an example of Darwinian evolution observed and measured in the field. http://darwin-online.org.uk/ contents.html

III.Read the article on some philosophy themes and discuss them. If philosophy is the object of your research, what problems do you investigate?

# SOME THEMES IN EARLY MOD-ERN PHILOSOPHY

# Epistemology

# 1. Skepticism

The problem of skepticism, of how we can know anything about the world outside our own minds (or perhaps even about our own minds themselves), is perhaps the central problem in much of early modern philosophy. It is of enormous importance for understanding Descartes, Hume, and Kant; nearly as important for understanding Berkeley; and at least lurking in the background in Locke. The only philosophers we will discuss who do not seem particularly concerned about skepticism are Spinoza and Leibniz.

#### 2. The sources of concepts

We will adopt more or less uncritically the traditional division of the early modern philosophers into rationalists and empiricists. This topic and the next concern the main differences between rationalism and empiricism. With regard to the source of our concepts, the rationalists maintain that some concepts are innate; that is, that we do not need to acquire them, but rather possess them, at least implicitly, from birth. The empiricists maintain, to the contrary, that all of our concepts must be derived in some way from experience.

#### 3. The sources of knowledge

Knowledge is not just true belief. For a true belief to count as knowledge, one must be justified in believing it. (Some philosophers would question this, but let's assume it for the moment.) But how are our beliefs about the world to be justified? According to the rationalists, at least some of our knowledge, including the most important kinds of knowledge, can be justified completely a priori, that is, independently of experience. The empiricists, on the other hand, maintain that all of our substantive knowledge must be justified on the basis of experience. The only a priori knowledge whose existence they concede is knowledge of trivial truths ("all squares are rectangles" and the like).

#### **Metaphysics**

#### 4. Subjective vs. objective

What features of our world-view are our objectively there, and which are just features

of our subjective point of view? Rainbow, 1-ary/2-ary, causation, space and time ...?

#### 5. Mind and Body

Descartes, Spinoza, Leibniz, and Kant are all deeply concerned with the nature of the mind or self, and with its relation to the body. Are mind and body separate substances, as Descartes thinks, or merely different aspects of the same substance, as Spinoza thinks? In either case, how do the two interact or relate to one another?

#### 6. Free Will

Closely related to the mind-body problem is the problem of free will. The modern philosophers are deeply impressed with the progress in the natural sciences. and some of them, especially Descartes and Leibniz, contributed significantly to it. The scientific picture of the physical universe that seemed to be emerging was a thoroughly deterministic picture: every event was completely determined by earlier events together with the laws of nature. How did this emerging scientific picture of the physical world mesh with the traditional conception of the freedom of the will? Descartes thinks that the mind is a nonphysical substance, not bound by the laws of nature. and hence that the will can be free even though the universe in which it operates is deterministic. Spinoza regards his Ethics as in part a recipe for attaining freedom of a certain sort, but he does not think that there is any such thing as free will in the traditional sense. Rather, freedom consists in an adequate understanding of the fact that everything we do is necessary; understanding this frees us from our bondage to the passions. Locke and Hume are both "compatibilists," who think that our freedom is not endangered by the fact that all our actions are necessary. (Kant is also a kind of compatibilist, but of a very distinctive sort; more on his view later.)

### 7. Religion and Science

Where does God fit in? Do we know there is one? If so, how? Can we square a religious view of God's activity in the world with a scientific conception of nature?

http://www.trinity.edu/cbrown/modern/ modernThemes.html





#### AUDIOSCRIPT





### **Conversation 1**

**Alex** Victor, there's somebody I'd like you to meet. This is Prof. John Bonine from the USA.

John Pleased to meet you, Victor.

**Victor** How do you do Professor. I've heard so much about you. So what brings you to Ukraine this time?

**John** Well, I'm lecturing on Law for the University law students.

**Victor** The University law students! Do you mean our University?

**John** That's right. I'm going to lecture next week, beginning on Monday.

**Victor** How wonderful! Could I attend your lectures?

John Of course, you can.

**Victor** Thank you very much. It was so nice to meet you.

#### **Conversation 2**

A Excuse me. Can I introduce myself? My name's Valentyna Martynyuk. I'm doing research on discourse analysis, and I understand that you've just written a book on it?

**B** Oh, yes, that's right.

A Well, I was wondering...

### **Conversation 3**

**Olha** Who is that man with the moustache coming towards us?

**Valentyna** That's Bob Wilkinson, the conference organizer in Maastricht, the Netherlands, whom we contacted by e-mail.

**Bob** Hello. Nice to see you again at our conference. How have you been?

**Valentyna** Fine. Thank you. I've been working on CALL problems and going to present the implementation of our research into teaching process.

**Olha** Me too. We are co-authors this time. Glad to see you, Bill. How've you been?

**Bob** I'm rushed off my feet at the moment, you know, organizing the sessions and workshops and all the stuff. It's been lovely to see you, but I hope you'll excuse me, there is someone I must talk to. See you at the plenary meeting...





A. So what do you do for a living?

B. I'm an economist. I received a master's degree in international economics. And I'm working at the financial firm as an assistant manager now.

A. Oh, that sounds rather impressive. I'm sure you have a lot of responsibilities.

B. Not so much, actually, because I have been working for three months only. I'm trying to do my best to please my manager.

#### II.

A. So what is that you do, Boris?

B. I've got two jobs at the moment, you know. My full-time job is teaching chemistry and biology at school. I'm not making enough from my teaching career at school and I have to do a part-time job at Medical university. And, frankly speaking, I find it more interesting than at school.

A. Aren't you going to work at Medical university full-time?

B. I would like to. But not now. I have to give up my work at school to be able to do my research in biology. And I'm going to continue to work part-time at Medical university.

#### III.

A. How's the job going?

B. Er, fine but, er, it's a bit stressful at the moment. We are finishing our project and we have to do it by the deadline.

#### IV.

A. So how are you doing, Bill? I've heard you have started your own business.

B. That's right. But I'm at the initial stage, actually. I'm looking for ambitious and motivated people, those who are able to work under stress, pressure and deadlines. By the way, what about you, Ann? I know that you are a good team member and you can take action independently.

A. So you mean, er, are you offering me a job?

B. Yes, I am. Say 'yes', Ann. Do you remember what a team we were some years ago? Let's try it again.

I.

#### AUDIOSCRIPT



**Interviewer:** The beginning of the twenty first century is marked by a great increase in the use of the Internet in the world and by a dramatic decrease in the number of youth who are fond of reading books.

**Professor:** You are quite right. In the world the situation is like that. As for Ukraine, you know, there has been a gradual increase in the use of Internet Technologies recently. Especially it can be seen at higher educational establishments like the Ivan Franko National University in L'viv, which I represent.

**Interviewer:** Can you explain how it has happened that University students tend to use the Internet?

**Professor:** First of all, there has been a steady rise in the number of students who have access to the Internet thanks to a sharp

increase in University facilities, such as computer classes with Internet connection at many faculties and second, the number of students having home computers has also increased.

**Interviewer:** Are the students still reading books in Ukraine when there is an access to different spheres of sciences thanks to the Internet?

**Professor:** As for the situation with books, I would not dramatise it. It's different from the situation with books in the world. It especially concerns the students, the PhD students who have to use library books and journals. Of course, the number of those who use the on-line journals and the works of world literature on CD-ROMs has doubled or even trebled recently. Fortunately, the value of a book has not been decreased.





#### I.

A. Do you mind if I borrow your dictionary for the weekend?

B. Sorry, normally I'd say yes, but I'm going to need it myself.

#### II.

A. I was wondering if you could spare me a minute to look at this application form.

B. Yes, of course, let's go into the office, shall we?

#### III.

A. Do you mind if I open the window?B. Well, I'd rather you didn't if you don't mind. It'll be droughty.

#### IV.

A. Is it all right if I smoke in here? B. Well actually, I don't think it is allowed here.

#### V.

A. Excuse me. Could you tell me the nearest way to the drug store?

B. Yes, of course. You should go straight to the first turn, then turn right, cross the road, again turn, this time to the left and on the corner you'll see the drug store.

A. Oh, could you please say it again...



Intelligent reading and listening require good judgment. Written and read with care, newspapers and books give us valuable information. Listening brings new ideas. However, to hear is not always to understand. And even to see is not always reliable. Thinking is an essential process in interpreting the printed page and in understanding what we see. Everyone needs to practice reading, listening, and observing intelligently. To succeed brings great satisfaction. To fail, however, brings life-long problems. Everyone wants to see, to read, and to listen intelligently. Few people, however, are willing to work hard for these goals.



#### AUDIOSCRIPT



*Jane Gordon*: Hello, guys! I'm glad to see you all in Ukraine this time. How have you been?

*Valentyna:* Thank you, Jane. It's been a long time. I think more than two years have passed since we met last time in Eugene, Oregon. We are fine. It has been a very productive period of time. We worked hard and with enthusiasm as always, you know.

*Anetta:* I'm happy to see you again, Jane. We know that you've come here to train Ukrainian mediators.

Jane Gordon: Yes, you are right. I'm going to work with Andriy, Zoryana, and Iryna who are already doing their work of mediation and there will be some new volunteers. You probably know that the organisation of mediators is a voluntary one.

*Valentyna:* Jane, could you tell us a bit more about this organisation and what the main principles of it are.

*Jane Gordon*: Of course, I can, if you are interested in this organisation.

*Halya:* Yes, Jane. I'm also very much interested in it.

Jane Gordon: OK. The idea of involving mediators in solving conflicts first occurred 25 years ago in the United States. Those were communities helping people, especially neighbours, to solve conflict.

They're some principles of organising: first, it is voluntary; second, mediators should be

neutral in the process of solving the conflict; third, people should determine what the solution is themselves; fourth, the matter should be confidential; fifth, it is necessary to give power to the opponents of the conflict to come to a conclusion.

*Svitlana:* Jane, who can be a mediator?

Jane Gordon: Anybody can be. But there should be five people in the group. There are no rules about this profession, no certification is necessary. In case of complex litigation psychologists and lawyers can be invited. Now there is already a Master's in Conflict Resolution, the students are taught how to resolve conflict, how to make collaborative decisions.

*Halya:* Can you tell us about the process of mediation?

Jane Gordon: The opening of the procedure is just talking. Uninterrupted time is given to the person to speak about the problem. Then comes an exchange of the other person's perspective. The role of mediator here is being neutral to teach them how to listen to each other. They have to create problem solving questions, to help generate options, to list the ideas, to evaluate the options.

*Anetta:* In what way can we help our students, for example?

Jane Gordon: You have to go through training. It lasts 32 hours.





#### I.

Good morning. I'm going to deliver an integrated course of English for PhD students. This course is designed to guide you towards intensive improvement of your English through integrated skills development, such as listening, reading, speaking and writing. It is also aimed at developing your research activity by doing search in your majoring field of English. As all of you are expected to write your thesis and to be able to write articles or proposals to the international journals and conferences respectively, you will be taught how to carry out a variety of academic writing tasks including writing short essays, summaries, articles, abstracts, conference proposals.

#### II.



Welcome to today's training session. Today I'm going to talk with you about therapeutic interventions you can use with your patients for the treatment of insomnia. Insomnia is defined as difficulty in getting to sleep, remaining asleep, or waking earlier than planned. To qualify as insomnia, the problem must occur at least three nights per week and result in daytime distress or impairment. The goal of therapy is to make sure your patients can get to sleep and then can get back to sleep if they awaken during the night. You can use the methods I will describe with either individuals or groups.

#### III.

Hello I'm glad you could make it today. My name is Peggy and this is my co-mediator Lauren. We appreciate your willingness to try mediation and we are pleased that you are both here today. We want to share some information about mediation and our roles as mediators. This is an opportunity to work on resolving your differences in a way that works for both of you and in an environment that is safe and private. First we will ask each of you to tell us about the situation, and then you will have the opportunity to talk directly to each other. We will then assist you in exploring possible solutions, and finally, if you reach any agreements, we can help you put these arguments down in writing if that is what you would like to do.

#### IV.

Let me say a few words about culture shock before we break up this meeting and you all go home to pack for your trip abroad. Remember, almost everyone feels some kind of culture shock when they travel or live in another country. It is nothing to be ashamed of. Instead, it is valuable to understand that there are some fairly predictable stages that you may go through as you are studying abroad. Initially, everything will be exciting and new. After some time, you may find that you are getting annoved by differences between the new place and your own country. Then, there may be a period when you develop routines and you become accustomed to life. Finally, believe it or not, there is the shock of returning to your own country and readjusting to your life back home.

#### AUDIOSCRIPT



We are going to speak about conference handouts as a genre. First of all, why the conference handout? Maybe because genre of conferencing has not been investigated enough.

In the year 2002 a volume entitled 'The Language of Conferencing' was published. This volume provided a rather thick description of various conference genres. But such genre as conference handout has not been considered at all as far as 1 know.

So the purpose of my part of the presentation is to provide a short characteristic of genre feature of conference handout. I'll begin with some theoretical preliminaries.

So I'll try to switch it on. First of all a few words about the conference handouts across disciplines. In our field of applied linguistics the conference handouts are very popular as you know. However, it doesn't often happen at conferences. I had an opportunity to study the genre of applied mathematics and to be present at conferences of applied mathematics. And it turned out that in this field conference handouts are never used. Why? It's an interesting question. I talked to many applied mathematicians and got several quite different explanations. For example, one person told me that mathematical research is very complicated and it is possible to make errors and if you make a conference handout you disseminate your errors. It's better to avoid using conference handouts. Another explanation was that conference research is always not published research and the presenters may be not willing to disseminate their nonpublished research. So mathematicians use mostly transparencies or PowerPoint presentations.

In our field of applied linguistics we very much like conference handouts. At many applied linguistic conferences you may see all types of conference handouts. And furthermore. I think, in our field the conference policies in using conference handouts are encouraging. For example, at this conference we had an opportunity to apply the handouts in the Internet and thus disseminate them. Also many applied linguistic conferences make special arrangements. For example, there are organized tables in the lobbies of conference halls where you can put your conference handouts so that others could take them. Also another option, I think, it was at TESOL conference 2001, the presenters could hand in their handouts to a special service and the other attendees could buy them. And even though they had to pay for these handouts still the service was appreciated by many presenters.

However, there are also discouraging policies. And I was surprised to find that at the AAAL Conference, the annual conference of the American Association of the Applied Linguistics, they discouraged the use of handouts because of ecological reasons. In their policy statement this year I've read that conference organizers request not to use handouts and to use only transparencies or PowerPoint presentations because they do not need to waste paper which is so important. And even if the conference presenters wish to make use of conference handouts they should use only one sheet of paper and to use the smallest font just to be economical.

So as you can see, conference policies as to the use of handouts can be quite different.



Still in our field they are very popular and that's why we have chosen this topic of presentation.

Now a theoretical perspective. What can we say about the place of the conference handouts among other genres? I think, we can use here the notion of the genre set introduced by the US linguist Anna David. Genre set is just a number of all genres which belong to a person, in our case it's a conference presenter who makes use of several genres: conference abstract presentation itself, transparency, PowerPoint or handout. So a handout can be viewed as the part of the genre set. It is thought to be not an independent genre because the conference handout draws on the text of conference presentation. It may be treated thus as the secondary genre or may be treated as a genre embedded within a larger conference presentation. As anti-genre the conference handout has certain communicative functions which may be quite different. First of all, the handout, I think, is used to facilitate the overall perception of the oral presentation by providing verbal and visual support. Another function is to illustrate selective parts of a presentation by textual examples of visuals. Again it's a kind of support. Also the handout

usually highlights the key point of the presentation. And in many cases the conference handouts may serve as a reference after the presentation has been delivered.

My investigation is based on the corpus of the conference handouts in applied linguistics. The corpus consists of 67 handouts. They were collected during several international linguistic conferences in the period of 1997 to 2003. When I started to analyse the handouts I found out that they can be divided into several categories. And although the distinctions between the categories are not very clear, they still can be categorised.

I suggest that the handouts can be viewed as belonging to three categories of three groups. First of all, the handouts can be informative, they can be indicative, they also can be illustrative.

Sorry. In my corpus informative handouts are prevailing. They constitute 60 per cent of all the handouts analysed. The indicative comprise 22 per cent and illustrative handouts -18 per cent.

All the three groups of handouts have quite distinct characteristics. I'll begin with characteristics of the in formative handouts.





Unit 2

## Listening

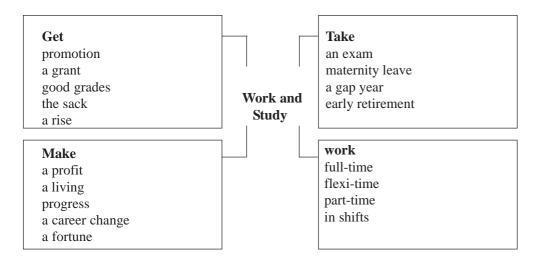
I. Listen to people talking about jobs, studies, and ambitions.

What verb forms do they use?	What questions are used to ask about job?	What is the reason for using So at the beginning of
Present Simple, Past Simple, Present Perfect/Present Perfect	So what do you do? So how	a question?
continuous	long have you been doing	
	that?	sounds more conversational, less like interrogation, and introduces a new topic.

## **Vocabulary Development**

## Work and Study Collocations

II. Match the words below with the appropriate verbs.



VI. Match the multi-word verbs in A with the definitions in B.

Α	В	
1. put off	e. postpone	
2. get round to doing something d. do	o something you've been meaning to	
	do for some time	
3. pile up	g. increase in quantity or amount, in a	
	way that is difficult to manage	
4. potter about	b. do small jobs in a relaxed and	
	unhurried way	
5. linger over doing something	a. take a long time over doing something	
	you enjoy	
6. slow down	c. relax and take your time more	
7. easy off	f. getting less	

## Key: 1 e, 2d, 3 g, 4 b, 5 a, 6 c, 7 f.

Α	В	
1. get down to doing something	b. start work on something	
2. keep up with someone / something	a. remain at the same standard or position as someone else	
3. take something down	j. record in writing what someone is saying	
4. fall behind with something	f. be behind with something, not at the	
	level expected	
5. hand something in	i. give something to someone in a position	
	of authority	
6. be good at doing something	d. do something well	
7. get through (something)	h. pass an exam or test	
8. scraped through (something)	g. pass an exam but with a very low grade	
9. catch up with someone / something	e. reach the same standard or position	
	as someone else	
10. go through something	c. check that something is correct	

Key: 1 b, 2 a, 3 j, 4 f, 5 i, 6 d, 7 h, 8 g, 9 e, 10 c.

### 230

## **Vocabulary Development**

#### Successful Study, Exam Taking

IV. Match the idioms with their meanings.

1. bottom in the career ladder	d. In a low position in a work organisation or hierarchy	
2. a dead-end job	f. Job without a good future	
3. networking	c. Making contacts that may be useful to one's business	
	or career	
4. pro-active	e. Taking actions themselves rather than waiting for	
	something to happen	
5. pull out all the spots	a. Make a great effort to do something well	
6. an up-and -coming person	b. Becoming more and more successful	

Key: 1 d, 2 f, 3 c, 4 e, 5 a, 6 b.

## Follow up

According to Chinese astrology years are organized into cycles of twelve with each year named after an animal.

`				-
W	rı	* 8	n	<b>^</b>
vv				u
		•••		_
				-

Animal	Year
Rat	1972, 1984, 1996, 2008
Buffalo	1973, 1985, 1997, 2009
Tiger	1974, 1986, 1998, 2010
Rabbit	1975, 1987, 1999, 2011
Dragon	1964, 1976, 1988, 2000
Snake	1965, 1977, 1989, 2001
Horse	1966, 1978, 1990, 2002
Goat	1967, 1979, 1991, 2003
Monkey	1968, 1980, 1992, 2004
Rooster	1969, 1981, 1993, 2005
Dog	1970, 1982, 1994, 2006
Pig	1971, 1983, 1995, 2007

II. Mach the words in A which may suit to be used in personal profile with the words in B paraphrasing them.

A		
A		

- 1. have good time management skills
- 2. can work to deadline
- 3. be a good team member
- 4. can delegate effectively
- 5. can take initiative
- 6. be computer-literate

#### В

- c. able to organize time well
- a. complete work on time
- e. able to work with other people
- b. pass on work to other people
- d. to take action independently
- f. able to use computers

Key: 1 c, 2 a, 3e, 4 b, 5 d, 6 f.

## **Practice book**

## Unit 2

#### 1. Match the parts of proverbs about job

2. A bad workman blames	c. his tools.
<i>3.</i> If a Job is worth doing	e. it's worth doing well.
4. Make hay while	a. the sun shines.
5. Many hands make	j. light work.
6. Too many cooks	b. spoil the broth.
7. Early to bed and early to rise	h. makes you healthy, wealthy and wise.
8. Never put off till tomorrow	i. what you can do today.
9. The devil makes work	f. for idle hands.
10. All work and no play g. ma	ke Jack a dull boy.
11. The early bird	d. catches the worm.

#### Key: 1 c, 2 e, 3 a, 4 j, 5 b, 6 h, 7 i, 8 f, 9 g, 10 d.

*II. Fill in the gaps with verbs in brackets in the proper tense form.* 

1. What a wonderful weather we are having! Why *don't we go* for a walk? (to go)

2. It's the third time he *has missed* the meeting. (to miss)

3. My dissertation *consists* of three parts. (to consist)

4. Since I met her, *I have* never *seen* her lose temper. (to see)

5. I *have been* to London. (to be)

6. We went to London in 1996. (to go)

7. He looks tired, he *has been working* hard all day long. (to work)

8. We *have been flying* to Oregon for about 24 hours. (to fly)

9. The number of PhD students speaking English fluently *is increasing* in Ukraine. (to increase)

10. The PhD students *are having* their English classes three times a week. (to have)

## KEYS

## Unit 3

## Vocabulary

*II. Match these words from the text to the definitions. Use them in the situations from the text.* 

ft
yed
ılly
but
ea
2

Key: 1 f, 2 e, 3 d, 4 c, 5 b, 6 a, 7 h, 8 g.

## Unit 4

## **Vocabulary Development**

1. Find these words in the text. Match them to their definitions. Make up sentences of your own.

1. declare (v)	g. make known clearly or formally
2. comprise (v)	f. be composed of
3. coincide(v) with	j. correspond in area and outline
4. county (n)	k. (AE) an administrative district of a country or State, or its people
5. township (n)	n. (US, Canada) subdivision of a county having certain powers
	of government.
6. divide (v) into	b. form into smaller parts
7. legislative (adj)	a. (of) law making
8. executive (adj)	i. having authority to carry out decisions, laws, decrees, etc
9. vest(v) with	h. furnish or give as a fixed right
10. tax (n)	c. (sum of) money (to be) paid by citizens according to income,
	value of purchases, etc to the government for public purposes
11. appropriate (v)	d. put on one side for special purpose
12. administer (v)	m. control, manage, look after business affairs, a household, etc
13. judge (v)	1. hear and try cases in a law court
14. constitutionality (n)	e. authorized by the political constitution, having power

#### Key: 1 g, 2 f, 3 j, 4 k, 5 n, 6 b, 7 a, 8 I, 9 h, 10 c, 11 d, 12 m, 13 l, 14 e.

III. Fill in gaps with the following verbs: declare, judge (2), request (2), appropriate, vest, comprise (2), coincide (2), divide.

1. I declare this meeting closed.

2. The committee *comprises* men of widely different views.

3. They could not go to the theatre together because his free time never *coincided* with her.

4. In the United States, Congress is *vested* with the power to declare war.

5. The force *comprises* two battalions and a battery.

6. His tastes and habits *coincide* with those of his wife.

7. He often appropriates my ideas.

8. Visitors are *requested* not to touch the exhibits.

9. Who is going to *judge* the roses at the Flower Show?

10. I *requested* him to use his influence on my behalf.

11. I judged him to be about 50.

12. The house was *divided* into flats.

#### KEYS

## Unit 6

## ACADEMIC OR FORMAL VOCABULARY

## *I.* Use the words from the table to rewrite sentences in a more academic style.

1. The results of the client survey *are appended to* (*added*) this document.

2. Language may be conceived of (thought up) as a process which arises from social interaction.

3. The experts *convened* (*met*) to discuss a report at the National Institute of Health.

4. This aid money is *crucial* (*very important*) to the government's economic policies.

5. The incident could *trigger ( cause)* a civil war.

6. He redesigned the process, *thereby (in this way)* saving the company thousands of dollars.

## Unit 9

## VOCABULARY DEVELOPMENT

1. Match these words from the text to their definitions. Find these words in the text. Make up sentences of your own.

a. change proposed or made (to a rule, regulation)	
b. increase of possessions, in amount or power	
c. count, go through a list of articles naming them one by one	
d. place troops in lodgings	
e. pass the hands over somebody to search for concealed	
weapons	
f. agreement or permission	
g. taking away from	
h. things owned, possessions	
i. bring about, by force	
j. break ( a law, an oath, a treaty, etc)	
k. make null and void	
l. shorten	
m. proclamation issued by authority; decree	
n. act of searching	

#### Key: 1 l, 2 a, 3 i, 4 f, 5 m, 6 c, 7 b, 8 e, 9 k, 10 d, 11 h, 12 n, 13 g.

II. Fill in the gaps in the sentences with the following law terms :accused (2), trial, prohibited (2), witness, repealed, ratified.

1. The woman was *accused* of having beaten her four-year-old daughter.

2. City officials refuse to talk about the case, but detectives say privately the *trail* has gone cold.

3. The man *accused* of kidnapping, has been found guilty.

4. Selling alcohol to people under 21 is *prohibited* in the US.

5. One *witness* to the accident said the driver appeared to be drunk.

6. They are *prohibited* from revealing details about the candidates.

7. Enough countries *ratified* the Convention to bring it into force.

8. Congress *repealed* the ban on women flying Naval combat missions.

236

#### **KEYS**

#### **Focus on Grammar**

## 1. Match the sentence halves. Comment on the use of linking words.

1. When the meal was finished,	f. Rachel washed up and made coffee.
2. I'll phone you again	i. when I get home.
3. They arrived	c. while we were having dinner.
4. I saw Peter	h. as I was getting off the bus.
5. As time passed,	g. things seemed to get worse.
6. After all the trouble we had,	d. he didn't even say thank you.
7. We've been friends	e. ever since we were at university together.
8. We came to Ukraine in 1974	a. and have lived here ever since.
9. I'm leaving for Kyiv	b. after I have completed my work.

#### Key: 1 f, 2 I, 3 c, 4 h, 5 g, 6 d, 7 e, 8 a, 9 b.

II. Fill in the gaps in the sentences with the following word: as, because (2), since, in case, for.

1. Many exam candidates lose marks simply *because* they do not read the questions properly.

2. We asked Nicolas to explain us how to use Power Point, *as* he knows it perfectly.

3. She's studying *because* she has a test tomorrow.

4. *Since* you are not ready to go, I'm off by myself.

5. I cannot tell whether she is old or young, *for* I have never seen her.

6. Take an umbrella, *in case* it rains.

## Practice

I. Fill in the gaps in the sentences with the following words in the proper tense: quarter, consent (n,v,3), deprive (2), property, compel (3), search.

1. Troops of Napoleon *were quartered* in the villages.

2. He was chosen leader by general *consent*.

3. Those trees that *deprive* a house of light are going to be cut off.

4. Silence gives consent.

5. The whole village went in *search* of a missing child.

6. What would a student do if he were *deprived* of his books?

7. He has a small *property* in the Crimea.

8. His conscience *compelled* him to confess.

9. The rescue team started a *search* for a missing aircraft in the early morning.

10. He was compelled by illness to resign

11. Her parents refused their *consent* to the marriage.

12. Can they compel obedience from us?

## LIST OF SOURCES

#### Sources of the Texts Used for Reading

1. American Institute of Physics. http://www.aip.org 2. BBC News. (2005, 2007, 2009, 2011). http:// news.bbc.co.uk/

3. Charles Robert Darwin. Retrieved October 25, 2011 from.http://darwin-online.org.uk/contents.html

4. Crystal, D. (2002, October). *Revitalizing Languages*. Language Magazine, Volume 2, <sup>1</sup> 2, 18 – 20.

5. Economic Survey of the United Kingdom 2011. Retrieved November 29, 2011 from http:// w w w . o e c d . o r g / d o c u m e n t / 3 8 / 0,3746,en\_2649\_34569\_47283558\_1\_1\_1\_0.0.html 6. Environment-People-Law. http:// www.epl.org.ua/

7. European Union Pros and Cons. Retrieved November 27, 2011 from http://www.europeword.com/ blog/europe/european-union-pros-and-cons/

8. Focus on Britain (1993, January). Foreign and Commonwealth Office.

9. Garwood, Ch., Gardani, G., Peris, E. (1997). *Aspects of Britain and the USA*. Oxford: Oxford University Press.

10. How the President of the United States is Elected. Retrieved November 28, 2011 from http:// w w w . e n c h a n t e d l e a r n i n g . c o m / v o t e / presidential\_elections.shtml

11. Lakhumalani V., *Seminar on Child Abuse*. (2001, 19 November). The British Council, Kyiv. 12. Longman Dictionary of English Language and

Culture. (1992). Harlow: Longman.

13. *Main Macroeconomic Indicators*. Retrieved November 29, 2011 from http://www.markets.com/education/fundamental-analysis/main-economic-indicators.html

14. Martin Keegan, *UK Electoral Systems*. Retrieved November 29, 2011 from http:// mk.ucant.org/info/ukconst/electoral\_systems.html 15. *Oxford Guide to British and American Culture*. (2000). Oxford: Oxford University Press.

16. Przeworski, A., and Salomon, F. (1998). *The Art* of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions. Retrieved January 5, 2002 from http:/ /www.ssrc.org/index.cgi

17. Quick guide: US presidential elections. Retrieved November 30, 2011 from http:// newsvote.bbc.co.uk/mpapps/pagetools/print/ news.bbc.co.uk/2/hi/americas/6297545.stm 18. Some Themes in Early Modern Philosophy. Retrieved December 1, 2011 from http:// www.trinity.edu/cbrown/modern/ modernThemes.html

19.Stem cells – gateway to 21st century medicine. Retrieved December 1, 2011 from http:// www.science.org.au/nova/079/079print.htm#key text 20. The New York Times.(2004, 2005). http:// www.nytimes.com

21. *The Queen's Diamond Jubilee*. Retrieved November 28, 2011 from http://www.2012queensdiamondjubilee.com/

22. The Top 10 Medical Advances of the Decade. Retrieved December 1, 2011 from http:// www.medpagetoday.com/InfectiousDisease/PublicHealth/17594

23. *The US Constitution*. http://www.law.cornell.edu/constitution/

24. U.S. Environmental Protection Agency: Global Warming. http://yosemite.epa.gov/OAR/ globalwarming.nsf/content/Climate.html

25. UN Convention on the Rights of the Child. http://www.un.org/Depts/Treaty/final/ts2/newfiles/part\_boo/iv\_11.html

26. Walker, Andrew. *The challenges facing the G8.* Retrieved November 29, 2011 from http:// newsvote.bbc.co.uk/mpapps/pagetools/print/ news.bbc.co.uk/2/hi/business/8136694.stm?ad

What is the G8? http://www.g8.utoronto.ca/ what\_is\_g8.html



1. Anderson, T., Forrester, K. (1992). *Reading, Then Writing: From Source to Essay.* New York: McGraw-Hill.

2. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (2000). *Longman Grammar of Spoken and Written English*. London: Pearson Education Limited.

3. Dudok. R. (2003, January). *The Problem of Meaning* "Crosscultural communication: Dialogue and cooperation; Crimea, - Simferopol, 2003. P. 149-152.

4. Dudok. R. (2005, 3-5 March). *Teaching and Research Correlation*. Communication in the Global Age, TESOL-Ukraine National Aviation University. Institute for the Humanities. Lviv: Kyiv – P. 24-25.

5. English for Specific Purposes (ESP). *National Curriculum for Universities*. (2005). British Council, Ukraine: Lenvit.

6. Hacker, D. (2000). *Rules for Writers*. Boston, New York: Bedford/St. Martin's.

7. Hewings, M. (2000). *Grammar in Use*. *Advanced*. Cambridge: Cambridge University Press.

 Ivashchyshyn, O., Maksymuk, V. (2005, 3-5 March). Promoting Students' Computer Literary Skills. The 10<sup>th</sup> Annual National TESOL Ukraine Conference 'Communication in the Global Age'. L'viv- Kyiv. P.224.

9. Jordan, R. (1997). *English for Academic Purposes*. A guide and resource book for teachers. Cambridge: Cambridge University Press.

10. Jordan, R.R. (1997). Academic Writing Course. Harlow: Longman.

11. Leki, I. (1999). Academic Writing. Exploring Processes and Strategies. Cambridge: Cambridge University Press.

12. Lewis, M. (1993). *The Lexical Approach*. Hove: Language Teaching Publications.

13. Lewis, M. (1997). *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications.

14. Longman Dictionary of Contemporary English. The Living Dictionary. (2003). Harlow: Pearson Edition Ltd.

15. Lynch, T. (1990). *Study Listening. Understanding Lectures and Talks*. Cambridge: Cambridge University Press.

 Maksymuk, V. (1995, 28-30 April). Development of Speaking Skills in ELT. IATEFL - Ukraine Second Conference. English Language Teaching (ELT) in Ukraine: Past -Imperfect, Present -Indefinite, Future. Lviv. P. 108-109.

17. Maksymuk, V. (1997). *Multimedia Role in English Language Teaching (ELT)*. Multimedia in Foreign Language Teaching, Kyiv. P.40.

 Maksymuk, V. (1997, 23-25 April). Integrated Skills Development in ELT. 4<sup>th</sup> IATEFL -Ukraine Annual Conference 'The English Language in Ukraine of the XXIst Century'. Kharkiv. P. 3.

19. Maksymuk, V. (1998, 27- 30 April). *New Ideas in Manual Designing for University Students*. The 3-rd International Scientific Conference 'Computer Linguistics and Foreign Languages Teaching in Higher Educational Establishments.' L'viv. P. 157-158.

20. Maksymuk, V. (1999). Integrated Skills Development in ELT. Proceedings of the Annual Conference 'The English Language in Ukraine of the XXI-st Century'. Kharkiv. P.143-147.

21. Maksymuk, V. (2000, 25-26 January). *Vocabulary Status and Learning Strategies in ELT*. The 5<sup>th</sup> National TESOL Ukraine Conference 'Language Teaching : Classroom, Lab and Beyond'. P.108-109.

22. Maksymuk, V. (2001, 14 -15 December). *Post-graduate Manual Design*. The 7<sup>th</sup> Annual IATEFL Ukraine National Conference. L'viv. P.6.

23. Maksymuk, V. (2001, 23 November). Post-graduate English Teaching Programme Design. Special Third IATEFL

- West Ukraine Forum for Teachers of English 'The Future of our Organisation: Strategy, Ways of Cooperation and Integration'. L'viv. P. 15.

24. Marius, R. (1995). *A Writer's Companion*. New York: McGraw-Hill.

25. McCarthy M., O'Dell, F. (2002). English Idioms in Use. Cambridge: Cambridge University Press.

26. Oshima, A., Hogue, A. (1999). Writing Academic English. New York: Longman.

27. Prodromou, L. (2000). *Grammar and Vocabulary for First Certificate*. London: Pearson Education Limited.

28. Side, R., Wellman, G. (2000). *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. London: Pearson Education Limited.

29. Stary Kraj: Memories of the Old Country, Ukraine and Journeys to Oregon, edited by Linde Wicklund, 2002, May. Oregon, USA, P. 63-65.

30. Swales, J. M., Feak Ch. B. (1994). Academic Writing for Graduate Students. Essential Talks and Skills. A Course for Nonnative Speakers of English. Ann Arbor: University of Michigan Press.

31. Swales, J. M., Feak Ch. B. (1994). Academic Writing for Graduate Students. Commentary. A Course for Nonnative Speakers of English. Ann Arbor: University of Michigan Press.

32. Yakhontova, T.V. (2002). *English Academic Writing for Students and Researchers*. L'viv: The Ivan Franko National University Press.

33. Зорівчак, Р. П. (2000, травень - липень). Правила передачі звучання українського ономастикону графемами англійської мови. Просвіта. № 7 - 9, 7.

34. Максимук, В.М. (2002). Методичні вказівки до проведення занять з іноземної мови (англійська) по підготовці для складання кандидатського мінімуму для немовних спеціальностей. Львів. Видавничий центр ЛНУ імені Івана Франка.

35. Максимук, В.М. (2002). Навчальна програма для складання кандидатського мінімуму з іноземних мов для немовних спеціальностей. Львів. Видавничий центр ЛНУ імені Івана Франка.

36. Семілсткіна, І.М., Максимук, В.М. (1991). Методичні вказівки з англійської мови до реферування статей на суспільно-політичну тематику. Львів: ЛДУ.

#### Максимук В. М., Дудок Р. І.

#### АНГЛІЙСЬКА МОВА ДЛЯ АСПІРАНТІВ ТА НАУКОВЦІВ ГУМАНІТАРНО-ПРИРОДНИЧИХ СПЕЦІАЛЬНОСТЕЙ УНІВЕРСИТЕТІВ. "ENGLISH FOR PHD STUDENTS"

Підручник 2-е, оновлене та доповнене видання (Англійською мовою)

Відповідальний за випуск	Володимир Русиняк
Літературний редактор	Валентина Максимук
Дизайн	Володимир Стасенко
Художній редактор	Галина Гінайло
Верстка	Дмитро Савінов

Підписано до друку 30.09.2011. Формат 70х100 <sup>1</sup>/<sub>16</sub> Папір офсетний. Гарнітура «Times New Roman» Друк офсетний. Умовн. друк. арк. 18,80. Зам. 3-012/021

Видавництво «Астролябія», ТзОВ а/с 66, Львів, 79000, Україна Тел.: + 38032 243 56 72 Факс: + 38032 243 56 71 Моб. тел.: + 38050 431 54 64 Ел. пошта: info@astrolabium.com.ua Web-сторінка: http://www.astrolabium.com.ua Свідоцтво про внесення до державного реєстру видавців ДК № 967

# **Maksymuk V. M., Dudok R. I. English for PhD Students, Researchers in the Humanities and Natural Sciences: Coursebook. 2nd edition revised and updated.** – Lviv: Astrolabe Publishers, 2012. – 240 p.

This coursebook is based on the integrated skills approach to learning English. It is intended for PhD students, researchers with basic knowledge of English who wish to improve it. The coursebook is aimed at developing the learners' communicative skills in an academic environment, effective reading skills for grasping scientific literature in English, comprehending information by listening, acquiring academic writing skills, enriching active vocabulary of general and special terms.

The coursebook exercises and assignments are helpful for those preparing to a PhD examination. Research activity tasks meet the needs of learners in discussing research issues and their thesis in the form of presentation at scientific conferences with the use of different technical means. The coursebook contains authentic textual materials that reflect modern state of English and is composed on the basis of modern methods of teaching.

The coursebook can be used by the university PhD students, researchers in the humanities and natural sciences and by those who want to build confidence in speaking, listening, reading and academic writing.

ISBN 978-617-664-001-1