



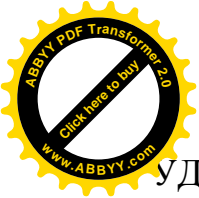
Міністерство освіти і науки, молоді та спорту України
Сумський державний педагогічний університет ім. А. С. Макаренка

ВИСЛОВИ СВОЮ ДУМКУ

(англійською мовою)

Методичні рекомендації
з розвитку навичок усного мовлення для студентів старших курсів
«Актуальні проблеми сьогодення»

Суми
Видавництво СумДПУ ім. А. С. Макаренка
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В 53

Друкується згідно з рішенням редакційно-видавничої ради
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В53 Вислови свою думку = Speak Up : метод. рекомендації [з розвитку навичок усного мовлення для студентів старших курсів «Актуальні проблеми сьогодення»] / [уклад. С. Ф. Алексенко]. – Суми : Видавництво СумДПУ ім. А. С. Макаренка, 2011. – 44 с.

Методичні рекомендації містять комплексні завдання з удосконалення навичок розуміння текстів різної дискурсивної спрямованості, розвитку мовленнєвих навичок і вміння обґрунтовувати власні думки у дискусії.

Запропонований мовний та мовленнєвий матеріал охоплює певне коло питань, пов'язаних із актуальними проблемами сьогодення, а саме: мовна експансія і проблеми глобалізації, розбудова власної кар'єри та робочі стосунки, свобода слова і засобів масової інформації, організація системи освіти, сучасне «суспільство споживання», індустрія подорожей і туризму, проблеми сучасного мистецтва.

Представлені автентичні матеріали запозичені із англомовних часописів, мережі Інтернет, а також таких посібників як: Virginia Evans: Upstream Proficiency (Express Publishing), Sue O'Connell: Focus on Proficiency (Longman), Ian Mackenzie: English for Business Studies (Cambridge UP).

Методичні рекомендації призначені для викладачів та студентів старших курсів факультетів іноземних мов, а також усіх, хто вивчає англійську мову самостійно.

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UNIT ONE

ENGLISH AS A GLOBAL LANGUAGE

PART ONE: READING AND DISCUSSION

PRE-READING

You are going to read an article about English as a global language.

Before reading, discuss the following questions:

- a. What are different reasons for learning English?
- b. Is English only a means of communication to people?
- c. What factors prompt the worldwide invasion of English? Is it right for governments to try to protect the “purity” of the national languages?
- d. Deliberate on the following idea: “The new world language seems to be good for everyone except for the speakers of the minority tongues”

READING

Read the text and discuss the questions that follow

GLOBAL ENGLISH

In both academic and more general sources you can find several definitions of global language none of which has an immediate obvious meaning.

1) In the “Global English Newsletter” it is defined as sociolinguistic context and refers almost literally to the use of English as a global language. The BBC and Oxford dictionaries define this phrase in much the same fashion.

2) The formulation appears in David Crystal’s book “English as a Global Language” (CUP, 1997). Designed for both an academic and a more general audience, the bottom line of this text is that the desire for a globally common language and the desire to preserve local languages and by extension cultural identities are not mutually exclusive desires. In Crystal’s terms, English can be made to operate in both capacities: it can operate as he terms World Standard Spoken English and it can appear in the guise of “New Englishes”, as English dialects made local, indigenous, and informal. So, “Global Englishes” here is more or less shorthand for English in use around the world in the latter half of the twentieth century with a particular acknowledgement of local dialects (Englishes). Crystal does see it as a contemporary phenomenon driven by both British imperialism and the ascension of the US economy after WWII.



3) In software and related technological circles this phrase signifies kind of dialect of English that is presumed to be universally comprehensible. So, if you read that the software product “will be widely available in Global English from U.S. resellers”, this means the product has been encoded in a language that all readers worldwide will find accessible. The fallacy here is twofold: one, that Global English has been severed from ‘regular’ English to such an extent that it has become a benign and neutral means of international communication, and two, that Global English has been stripped of all the ambiguities and complexities of ‘regular’ English and is now immediately legible – that it has gained another life as an “easy” language designed never to mystify.

So, what lies behind the use of Global English in these contexts is the idea that the potential for a unification and consolidation behind a global language does in fact exist, a notion that is dependent upon English itself as its very condition of possibility.

Also, while it is generally taken to mean the literal spread of English throughout the world after the colonial period, “Global English” has now come to stand in as a manufactured historical and cultural condition constituted in part by the supposition that language has made it possible to elide or transgress the boundaries of nations and races. We are distinctly no longer in a moment in which English and an English education can be imagined as the formers of an educated populace that is English in all but “blood and colour”.

English has become the *sine qua non* of the new world information order, a constitutive part of a global human society at ‘the end of history’.

DISCUSSION POINTS

1. Why is it difficult to formulate the idea of “Global Language”?
2. What does the term “new Englishes” mean? How applicable is it nowadays?
3. What approaches to “Global English” are described in the article?
4. What other instances of its use can you mention?

DISCUSS THE FOLLOWING QUOTATIONS

Say whether you agree or not, and why.

“The more elaborate our means of communication, the less we communicate”

Joseph Priestley (British political theorist)

“Good communication is as stimulating as black coffee and just as hard to sleep after”

Anne Morrow Lindbergh (US author)



PART TWO: READING FOR INFORMATION AND ANALYSIS

On reading the text that follow dwell on the basic ideas that can be elicited from it.

Is the world really becoming a "global village?"

The fundamental question asked in the title has without doubt an affirmative answer. Days are gone when one used to talk about my village, my town and my country with a deep sense associated with it. We do use the words but not always rely on the meaning of them in the strict sense. The meanings associated with them are more verbal now. We are living in an era of information explosion. Nothing is really a far cry now. With the advent of internet, media and news tools, not only can one get in touch with the latest news but also share their views as well. This is an open secret now we can access anything anywhere anytime with the least of all limitations. Now the USA and Nepal are no different in terms of facilities and standards if one seeks to find them.

The best example of globalization of the world can be taken from the field of education. Now one can avail oneself of any form of education from anywhere due to the resources like the internet and satellite education. Gone are the days when one had to wait for months to get a message from abroad. Now one is just a click away for any form of message. The concern for people of other regions and countries is also rising. We instantly get connected to all the events due to the television and other media tools. The term 'a global citizen' is also the invention of these days only. This refers to all the persons of the world and not only the persons who have traversed and lived throughout all parts of the globe. A person may not have visited the USA for instance but with the help of all or some of the media tools they may be more informed than even a native of the very same country.

Although the facts presented do match our common day knowledge, the coin of a global citizen has another side too. The fact that 81% of all the resources of the world are used by 19% of the population and 19% are used by 81% of people of our so called global village is very worrying indeed. Few more statistics may reveal that in a global village of 100 people 1/3 are rich or of moderate income, 2/3 are poor. Further 47% are unable to read and only one would see the face of college. 35% are suffering from hunger and malnutrition. To add to the tally 50% or more are homeless. The most amazing thing about our 'village' is that 6% are Americans and their income is more than 1/3 of the whole world. The statistics presented above do reveal the ill distribution of wealth and resources. The purpose of this all is to generate some concern and to make the issue more relevant. It depends on our view and how we take it. Well, one should be positive but eliminating negativity is also a positive stance. Think about it.



PART THREE: VOCABULARY DEVELOPMENT

A. Expressions and idioms connected with communication

Match A to B to make idiomatic phrases. Then use the phrases to complete the sentences that follow

A

mince my
a man of
paint a
by word
speak your
let you
making
hold my
the talk
talk is

B

of mouth
in on a secret
words
small talk
few words
of the town
cheap
pretty picture
mind
tongue

1. He tries to _____ of being an actor.
2. If you can promise to be discreet, I'll _____
3. I'm not going to _____ – I think your behavior was absolutely disgraceful.
4. Let me show you how the fax machine works rather than talk about it. After all, _____.
5. I was very angry with him but I decided to _____ because he's very old.
6. The local boy who won the National Lottery is _____.
7. On the rare occasions Arnold speaks, he never says much; he is _____.
8. We spent most of our date talking about the weather, and generally _____.
9. Feel free to _____ about the proposal; I value your opinion, even if you disagree.
10. This restaurant doesn't advertise; its reputation has grown _____ alone.

B. Commonly confused words

Choose one suitable word to complete each sentence.



1. When she saw a spider she let out a piercing **scream** / **yelp** / **shout** / **shriek**.
2. When reading you have more time to appreciate the **shadows** / **subtleties** / **nuances** / **tones** of meaning than when you are listening.
3. It is sometimes difficult to **absorb** / **interest** / **capture** / **comprehend** all the necessary information if someone is talking too fast.
4. Some people like the **straightforward** / **shortcut** / **modest** / **minimalist** style of Internet conversations.
5. I liked her novel although her **verbose** / **long-winded** / **elongated** / **stretched-out** style bored me at times.
6. She **mumbles** / **muttered** / **stuttered** / **spluttered** something under her breath about being bored and walked out of the lecture hall.
7. His **tendency** / **pitch** / **expression** / **tone** was sarcastic; he obviously thought very little of his colleagues.
8. I have read through his work and I haven't found any **clear** / **clean** / **hard** / **striking** examples of a text which is hard to understand.

C. Phrasal verbs with **BREAK** and **ACT**

Fill in the gaps with an appropriate particle from the box, then explain the meaning of the completed phrasal verbs.

up(x2) **down(x2)** **off** **out** **away** **into** **out**

1. My computer has been **acting** _____ lately. It keeps crashing.
2. The signal started to **break** _____ and then the radio went dead.
3. Negotiations between the two organizations appear to **have broken** _____.
4. Communication often involves performance: that is the **acting** _____ of the roles of transmitter and receiver.
5. A computer at the main telephone exchange **has broken** _____, causing big problems.
6. The operator **broke** _____ our conversation to tell me I had an emergency call.
7. She **broke** _____ in mid-sentence when she heard someone enter the room.
8. Several leading members **broke** _____ from the party and set up an independent parliamentary bloc.
9. The flu epidemic which **has broken** _____ in Asia and Europe is caused by a new type of virus.



UNIT TWO

WORK: ANOTHER DAY, ANOTHER DOLLAR

PART ONE: READING AND DISCUSSION

PRE-READING

1) In your note-books write down your own definition of the concept of 'work'. In pairs, discuss your ideas. Then, share your thoughts with the other students. What are the most controversial points?

2) On the basis of the categories in the list, write down two jobs which:

- Require very long training
- Require absolutely no intelligence
- Have low salaries but high prestige
- Will be most needed in the future
- Are boring but well-paid
- Young people typically strive for
- Are very prestigious in your country

Discuss and dispute your answers.

3) Indicate the extent to which you agree with the following statements by filling in each blank with A (agree), U (undecided) or D (disagree). Then compare your responses:

- a. ____ In my native country women and men have equal job opportunities.
- b. ____ No job has any more value than any other job.
- c. ____ To get a good job in my native country, one needs a college education.
- d. ____ One cannot be successful without having a well-paid job.
- e. ____ Work negatively affects family life.
- f. ____ Our attitude to work determines how we feel about it.
- g. ____ In my native country one's job opportunities are determined by the social class one is born into.
- h. ____ It is easier for women than men to balance their careers and family life.

READING

Read the text and discuss the questions that follow



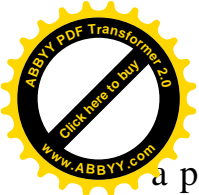
WORK, WORK, WORK!!!

Stress, sleeplessness, depression, heart disease, shortness of temper, memory loss, anxiety, marital breakdown, child delinquency, the decline of local neighbourhoods, RSI, rudeness, suicide – a mere shortlist of some of the symptoms of the postmodern malaise. The cause of all our woes? Wicked, wicked work. An avalanche of surveys, polls and expert commentaries show that we all work too long, too hard; that our bosses are beastly; that we are insecure and afraid. You know all this stuff. We seem to be workers on the verge of a nervous breakdown. So far, so bad. But there's plenty of good news about work, too – even if it is not always shared with the same enthusiasm as the 'Work is terrible' stories. Four out of ten UK workers declare themselves 'very satisfied' with their jobs, more than in France, Germany, Italy and Spain.

Work has become British national obsession. Whether they are damning the impact of work on their health, families, time, or celebrating its new-found flexibility, rewards and opportunities, they are talking, writing and thinking about work like never before. As with so many obsessive relationships, the one with work is a love-hate one. Confusion reigns. Mixed messages are everywhere – on the one hand, the UK government bangs on and on about the importance of paid work, and then cautions about the impact of too much work on families. Women celebrate the economic independence work brings, then are made to feel guilty about their children. Salaries go up, but few feel richer.

Work has become a more important personal identity tag, supplanting the three traditional indicators of the British uniqueness – place, birth and blood. As geographical roots have weakened, religious affiliations have diminished and the extended family has dispersed, how people spend their laboring hours has become a more important window into their souls. This trend reflects and reinforces a desire for work which brings personal fulfillment, for work to be proud of. If work means not just income but identity, then the choice of job becomes critical. This is why tobacco companies find it so hard to hire people – to work for them would be to taint one's own identity.

But the new salience of work has come with a price; fewer people are able to feel secure; the need to keep pace with change is tiring and stressful; white-collar workers are putting in longer hours to try and keep a toehold – with potentially damaging consequences for the children; and the deification of work threatens to push those who are outside the paid workforce further towards the margins of society. This would not matter so much if work didn't matter so much. Not just in terms of income but in terms of identity. When work becomes more than simply a passport to



a pay cheque, when it opens the door to friends, purpose, satisfaction and a place in the world, its absence is more keenly felt.

DISCUSSION POINTS

1. What might be the negative effects of work on people?
2. How are ambivalent attitudes to work manifested in the British society? Can the same attitudes be traced in Ukraine?
3. In your native country, can work be viewed as an important personal identity tag?
4. What is meant by the ‘margins of society’ in the extract? Do you agree that all those who are not part of the paid workforce are found there? Why? Why not?

EXPLORING IDEAS

1. Why do many professional workers decide to quit their jobs despite high salaries? Would stress force you to drop out of the fast lane?
2. What efforts should be made on the part of companies to retain experienced staff?
3. What are the advantages / disadvantages of working from home? Is this kind of working popular in your country?

PART TWO: READING FOR INFORMATION AND ANALYSIS

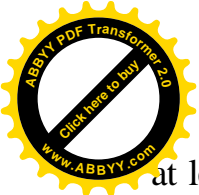
On reading the text that follow discuss the recent tendencies in the work culture of the new millennium.

Workers reject nine to five and thrive on email culture says report

Working nine to five is *no longer* the way to make a living according to a new report from Reed Specialist Recruitment commissioned to mark its 50th anniversary. While employees are embracing more flexible working patterns, many in the UK are still burning the candle at both ends and putting in over 10 hours a day at the office.

Almost half (48 per cent) say they can’t live without email, with the majority citing it as “the biggest transformation in the world of work during the last 50 years” – putting it above equality laws and the advent of mobile phones.

The report, which canvassed the views of 3,000 workers, charts key developments in employment since Reed was founded in 1960 and reveals the profile of today’s worker. One in four of employees is at their desk by 7.30am and doesn’t get away until



at least 6pm, with 40 per cent not even leaving their desks at lunchtime to get a proper break - the average break lasting just 33 minutes. And work doesn't end in the office, with most people completing 42 minutes 'homework' every night - the main reason given being that they simply have too much work to get done in the working day.

The research found that half of the UK's workforce (48 per cent) wants to spend more time working from home and four in ten (43 per cent) are keen to give up the traditional 'nine to five' in favour of less rigid working patterns, but more than a quarter (27 per cent) say they couldn't face working without office banter.

Tom Lovell, group managing director of Reed Specialist, said: "The workplace has come a long way in the last 50 years, with both our research and our experience as a specialist recruiter demonstrating a trend towards a more connected and diverse working environment. "Advances in technology have led to significant changes in working life, enabling people to have more control over the shape of their careers and ending more traditional, restrictive approaches to working arrangements. While many would love to be able to work from home, there remains a significant proportion that prefers the social interaction gained from an office environment. The key is that today's workforce wants the flexibility to choose the working environment that best suits their lifestyle and aspirations. Employers also really need to understand applicants' motivations so that they can achieve cultural as well as skills fit when recruiting the best people."

From typewriters and telephones in the 1960s to Blackberries and PDAs in the 2000s, the report also shows how technology has acted as a catalyst for change in the workplace during the last 50 years. The internet and email are now accepted as essential tools of the trade in most jobs, with male workers being particularly attached to their gadgets. More than one in 10 men (11 per cent) said they couldn't live without their Blackberry and more than a quarter said the same of their laptop.

Technology has also changed the way people look for jobs, with online job boards now being the most popular way to search for a job and one in five using social networking sites to find their next role. Tom Lovell concludes: "While the fundamentals of using sector experience and recruitment expertise to match the best available talent to the right organisation have stayed the same in the 50 years that we have been in business, the working environment and 'tools of the trade' have changed considerably."



PART THREE: VOCABULARY DEVELOPMENT

A. Expressions connected with work

Match A to B to make set expressions. Then use the phrases to complete the sentences that follow

A

Cheap
State
Minimum
Project
Remuneration
Unemployment

B

Pension
Labour
Benefit
Package
Leader
Wage

1. Most people nowadays supplement their _____ with a private one.
2. Workers under 18 used to earn very little, but now all workers are entitled to the _____ of four pounds per hour.
3. In some countries you don't qualify for _____ if you own your house.
4. The post comes with an attractive _____, as well as a company car.
5. Attracted by the promises of _____, large companies are moving their factories to other countries.
6. You will join a team working on the design of our new toys and you will report to the _____ twice a week.

B. Commonly confused words

Choose two words to complete each gap.

1. George is not happy in his present job because he finds the work rather _____.

laborious

diligent

menial

industrious

2. You should think carefully before leaving such a _____ job.

lucrative

rewarding

prosperous

wealthy

3. The company is planning to _____ 500 new staff.

receive

launch

appoint

recruit



4. Although sales representatives receive a fairly low basic salary, they also get _____.

perks

wages

profits

commission

5. The workers threatened to _____ if their demands were not met.

work to rule

vacate

work out

strike

6. Success in this post could lead to a(n) _____ appointment.

executive

supervisor

board

Professional

C. Phrasal verbs with TAKE and TELL

Fill in the gaps with an appropriate particle from the box, then explain the meaning of the completed phrasal verbs.

on (x3)

in

off

apart

out on

up

over

out

1. The pensioner was **taken** _____ by a thief posing as a telephone engineer.

2. I feel very wronged when I'm **told** _____ for something I haven't done.

3. She plans to **take** _____ the issue of unemployment in the area with her local MP.

4. Globalisation has made cultures so similar that it's difficult to **tell** them _____.

5. Although only 20, she had no hesitation in **taking** _____ her employers when they treated her unfairly.

6. In order to discourage her, she was told that criticizing colleagues would **tell** _____ her.

7. Since retiring I've **taken** _____ golf as a hobby.

8. The central government wants to **take** _____ control of local council expenditure.

9. Just because you had a bad day at work, there is no reason to **take** it _____ on me.

10. "Don't worry. I won't **tell** the boss _____ you. Your secret is safe with me!"



UNIT THREE

REPORTING NEWS AND FREEDOM OF SPEECH

PART ONE: READING AND DISCUSSION

PRE-READING

1. What factors decide how you get the news: through reading newspapers, watching the news on TV, searching for news on the Net?

2. In buzz groups of three discuss how far you agree with the following statements:

- Journalists should tell the public the truth, no matter what the consequences
- News should be delivered in a way that makes us think
- Nobody's privacy is more important than the truth reaching the public

DISCUSS THE FOLLOWING QUOTATIONS

Say whether you agree or not, and why.

“The man who reads nothing at all is better educated than the man who reads nothing but newspapers”.

Thomas Jefferson (the 3d president of the US)

“I still believe that if your aim is to change the world, journalism is a more immediate short-term weapon”.

Tom Stoppard (British playwright)

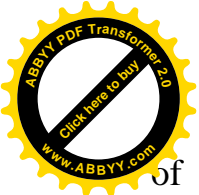
READING

Read the text about Jeremy Dickson Paxman, a British journalist, author and television presenter who has worked for the BBC since 1977. He is noted for a forthright and abrasive interviewing style, particularly when interrogating politicians. His regular appearances on the BBC2's Newsnight programme have been criticised as aggressive, intimidating, condescending and irreverent, yet applauded as tough and incisive.

Discuss the questions that follow.

SOME THINGS WILL SIMPLY NOT CHANGE

The scene: the dormitory of a minor English public school. An officious prefect orders a small boy to go to bed. The boy refuses and is frog-marched off to the Headmaster's Room. “Why didn't you obey the prefect's orders to get into bed?” asks the Headmaster. “Because I don't respect them” answers the boy. “The purpose



of a public school education, Paxman,” intones the Headmaster, producing a long cane, “is to teach you to respect things you don’t respect.”

Now spool forward a few decades to the present time. The BBC’s very own Jeremy Paxman sits in his small airless office to the side of the main *Newsnight* newsroom. Today he is preoccupied with the changes in the police force announced by the Home Secretary. He watches the monitor transmitting the Prime Minister’s statements, grumping and raising his eyebrows as one political platitude is followed by another. “That’s rubbish”, he says at one point, and it’s not clear whether he’s talking about the PM or some other issue burning a hole in his intellect.

Only moments after its inception, *Newsnight* had already made itself a household name. Cajoling, intimidating, aggressive, revealing, persistent – Paxman comes across as the interviewer from hell, a newsman who refuses to learn to respect things he doesn’t respect. The programme’s editor admits that Paxman can be too “macho and Oxbridge” at times. But he is still there, a thorn in the side of the establishment.

Newsnight has been called many things: “an important part of the democratic process”; “a traitor in our midst”; “dangerous”; “increasingly irrelevant”. For many years Paxman has been attacked by politicians from all ranks for “sneering interviews” and brutal confrontations with them. The public, however, remain loyal – millions of viewers are brought to *Newsnight*. The programme’s ongoing success is living proof that people expect current affairs programmes to be hard-hitting and truth-searching.

The programme is nearly thirty years old now and Paxman remains dedicated to the original cause for its existence – asking politicians those tough questions that other current affairs programmes prefer not to. The programme’s role as the nagging voice of the nation’s conscience is becoming more and more important. In an ill-inspired attempt to make news more ‘accessible’, many news programmes lose their depth and lack analysis. Things rush on to television at a fantastic speed, get recycled, pushed out and not thought about again. “It’s one big sausage machine. This is not how a nation should perceive events and developments that affect its everyday existence”, Paxman comments.

Does Paxman ever think that he should change his style to something more in tune with the caring, sharing new millennium? Of course he doesn’t. “Any self-respecting journalist must be concerned to define for themselves what the important issue is and then to pursue it, and not blindly follow some line laid down by the vested interest in question”. Paxman has no intention whatsoever to start respecting things he simply doesn’t respect.



DISCUSSION POINTS

1. What does the writer mean by the phrase “a thorn in the side of the establishment”?
2. According to the writer, what is it that TV audiences look for in a news programme?
3. What kind of audience will a more accessible agenda cater for?
4. Why does Paxman disagree with the idea that he should fall in with modern trends?

EXPLORING IDEAS

1. In your opinion, what should be the primary concern of journalists and news reporters – searching for the truth or sensation? Why?
2. Is a fact to be kept quiet if it may violate someone’s right to privacy?
3. Discuss in pairs what you understand by the freedom of speech. To what extent if any may censorship be tolerated? For what reasons?

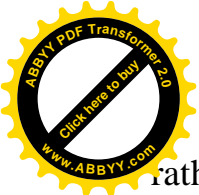
PART TWO: READING FOR INFORMATION AND ANALYSIS

Read the following article and summarise the author’s point of view on revealing the truth no matter what it is and the possible consequences of such revelations

WikiLeaks may make the powerful howl, but we are learning the truth...

WikiLeaks has offered us glimpses of how the world works. And in most cases nothing but good can come of it. I have lost count of the politicians and opinion formers of an authoritarian bent warning of the dreadful damage done by the WikiLeaks dump of diplomatic cables, and in the very next breath dismissing the content as frivolous tittle-tattle. To seek simultaneous advantage from opposing arguments is not a new gambit, but to be wrong in both is quite an achievement.

Publication of the cables has caused no loss of life; troops are not being mobilised; and the only real diplomatic crisis is merely one of discomfort. The idea that the past two weeks have been a disaster is self-evidently preposterous. Yet the leaks are of unprecedented importance because, at a stroke, they have enlightened the masses about what is being done in their name and have shown the corruption, incompetence – and sometimes wisdom – of our politicians, corporations and diplomats. More significantly, we have been given a snapshot of the world as it is,



rather than the edited account agreed upon by diverse elites, whose only common interest is the maintenance of their power and our ignorance.

The world has changed, not simply because governments find they are just as vulnerable to the acquisition, copying and distribution of huge amounts of data as the music, publishing and film businesses were, but because we are unlikely to return to the happy ignorance of the past. Knowing Saudi Arabia has urged the bombing of Iran, that Shell maintains an iron grip on the government of Nigeria, that Pfizer hired investigators to disrupt investigations into drugs trials on children, also in Nigeria, that the Pakistan intelligence service, the ISI, is swinging both ways on the Taliban, that China launched a cyber attack on Google, that North Korea has provided nuclear scientists to Burma, that Russia is a virtual mafia state in which security services and gangsters are joined at the hip – and knowing all this in some detail – means we are far more likely to treat the accounts of events we are given in the future with much greater scepticism.

Never mind the self-serving politicians who waffle on about the need for diplomatic confidentiality when they themselves order the bugging of diplomats and hacking of diplomatic communications. What is astonishing is the number of journalists out there who argue that it is better not to know these things, that the world is safer if the public is kept in ignorance. In their swooning infatuation with practically any power elite that comes to hand, some writers for the Murdoch press and Telegraph titles argue in essence for the Chinese or Russian models of deceit and obscurantism. They advocate the continued infantilising of the public.

It is all about power and who has access to information. Nothing more. When those who want society to operate on the basis of the parent-child relationship because it is obviously easier to manage, shut the door and say “not in front of the children”, they are usually looking after their interests, not ours.

I don't argue for a free-for-all, regardless of the consequences. In the WikiLeaks cables, knowledge and the editing and reporting skills found in the old media, combined with the new ability to locate and seize enormous amounts of information on the web, has actually resulted in responsible publication, with names, sources, locations and dates redacted to protect people's identities and their lives.

Nothing but good can come from revelations about the companies, and in this brief moment when we have a glimpse of how things really are, we should relish the fact that publication of the cables, as well as the shameful reactions to it, have brought light, not fire.



PART THREE: VOCABULARY DEVELOPMENT

A. Expressions and idioms connected with mass media

Match A to B to make set expressions. Then use the phrases to complete the sentences that follow.

A

couch
prime
TV and radio
quality
regular
commercial
press
satellite

B

officer
listings
dish
potato
columnist
time
break
press

1. To receive foreign channels on your TV you need a _____.
2. If you want to know what time the film is on, look it up in the _____.
3. We will continue our discussion with the Minister after a short _____.
4. My brother is a _____ for the *Independent*, so he has to produce an article every week.
5. He never does anything except watch TV. He's becoming a real _____.
6. Tabloids have greater circulation figures than the _____.
7. Advertising on TV during _____ is expensive, but the advertiser's message reaches a wider audience.
8. The company's _____ updated journalists on the latest developments.

B. Commonly confused words

Select the two words that would each complete the sentence correctly

1. There is _____ coverage of the World Cup final on all major sports channels.

long

extensive

whole

full

entire

2. Tonight's feature film is a _____ drama starring Jack Nicholson.

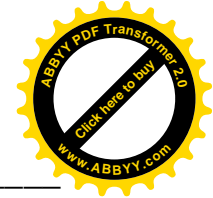
gritty

grinding

gripping

grasping

grating



3. We go now to Wembley for the FA Cup final, with _____ commentary by John Motson.

living live running lasting current

4. All the _____ press carried stories on the wedding of the famous actor.

topical popular general local typical

5. The weather _____ on Channel 4 is always extremely smartly dressed.

man broadcaster girl interpreter commentator

C. Phrasal verbs with DO and DRIVE

Fill in the gaps putting the verbs «do» and «drive» in the correct form with an appropriate particle from the box. The synonymous meanings of phrasal verbs are provided in brackets.

at away off down out over without
out of for away with

1. The editor knew that if he didn't boost circulation, the newspaper was(to doom).

2. Personally, I could have all publicity (to prefer not to have).

3. They tried tothe gang of reporters waiting outside the house (repel).

4. The reporter felt the editor's decision had him a major story (to deprive).

5. He claims the newspaper has oftenhim with biased reports based on innuendo rather than fact (to unfairly give smb. a bad reputation).

6. The newspaper's offices have been twice in recent months (to burgle).

7. Before long, analogue TV will be and replaced by digital TV (to dispose of).

8. It took me some time to understand what the interviewer was (to allude to).

9. The film set was in shades of blue and green (to decorate).

10. The magazine wasbusiness by its better organized rivals (to force to disappear).



UNIT FOUR

EDUCATION: THE BRAINS BUSINESS

PART ONE: READING AND DISCUSSION

PRE-READING

You are going to read a debate on a highly controversial subject of home schooling between Tina Hobbes, the author of *DIY Education*, and David Price, a retired secondary school teacher.

Before reading, discuss the following questions:

1. Should parents who wish to educate their children themselves, at home, be free to do so? What are the arguments for and against?
2. How well did your education prepare you for life in today's world?
3. What differences in the range of subjects or methods of teaching do you wish there had been, and why?

READING

Read the text and discuss the questions that follow

Interviewer: Welcome to the show. Tina, teaching children at home is becoming more and more commonplace. Why do you think so many parents are opting to keep their children out of the school system?

Tina: Well, I think, basically parents want more control... more input into what their children are learning in today's very complex world. By teaching them at home, they know firsthand what their children are experiencing both academically and socially, and they can decide on what form that experience will take.

David: In the home – yes, but these children do venture out of the house from time to time, and they aren't always going to be chaperoned and shepherded by their well-meaning parents. There will come a time when they will emerge from their cocooned environment, and they are sure to encounter something which they will then have absolutely no idea how to handle.

Tina: David, 'well-meaning' is the key word here. These parents want to help their children. And protect them. They are not isolating them from the world, they are acting as a sort of a ...a guard against the negative elements which abound in it. And they honestly feel that they can provide a better environment for their children than the average school can. What with delinquency, teacher-student ratios...



David: Of course, parents do what they do because they believe it is beneficial for their children...and yes, it goes without saying that reduced educational funding means too many students per classroom – but I still can *not* accept this as adequate reason to take them out of a real-world situation and force them into a situation where they have no chance to socialize or...

Tina: Not that old fallacy, please! Why does everybody think that if a child doesn't put in an eight-hour school day they are not going to have ample opportunities to make and maintain friendships? Parents who choose home schooling are only too well aware of the importance of children developing good social skills, and they make a conscious effort to set up play-dates for their kids, arrange group outings, enroll them in extra-curricular activities and so on.

David: But again, these periods of socialisation are somehow false... not real. They have been set up... staged, if you like. It isn't going to be like that when these young people become adults. They'll have to meet people on their own, make their own way.

Tina: That's all very true but statistics show that children with the background in home schooling do just fine. Nothing...

David: Sorry, Tina, what statistics are you referring to? Is it not true that even the most detailed demographic picture of home educators to date was based on a survey with a response rate of a mere 25%?

Tina: The reason for the insufficient number of responses speaks volumes about how intrusive the Government can be. Home schoolers do not want – or need – any outside assistance or intrusion. Filling out questionnaires to supply information to government and judicial committees is not exactly their cup of tea. Statistics aside, the high level of education they receive at home is evident in the fact that more and more colleges are not only accepting but wooing home-schooled students.

David: Perhaps...but once again, it is still far too soon to see how these children will fare as adults.

Tina: Maybe, but I'm quite sure that time will bear out the successful results we've been seeing so far.

DISCUSSION POINTS

1. How do you think can parents who teach their children at home better influence what their children are exposed to?
2. Can schools in your country give pupils adequate help or attention?



3. Do you agree that it is a misconception that attending school is necessary for socialisation?

4. What might be possible reasons for colleges wooing home-schooled students?

EXPLORING IDEAS

1. Why are electronic (downloaded) books are becoming more and more popular, especially among younger generation? Would you rather read a conventional book or an e-book? Why?

2. Can you agree with an opinion that timed examinations can't do justice to the different kinds of intellectual aptitude of students? What students are more likely to pass – those who are deep and thoughtful or those who concentrate on learning how to pass?

3. What subjects are more important in forming one's personality – mathematics and other exact sciences or music and other forms of art? Justify your answers

4. What are the possible ways of encouraging gifted students from all walks of life to enter a particular university?

PART TWO: READING FOR INFORMATION AND ANALYSIS

Be ready to uphold or dispute the ideas developed in the text

The Problems of Modern Education: How Conformity Leads To Failure

"You can't make socialists out of individualists. Children who know how to think for themselves spoil the harmony of the collective society which is coming, where everyone is interdependent." John Dewey, Father of Modern Education

Yesterday I spent some time looking at the people on Facebook who had been to the same school as me. I was noticing some very disturbing patterns, and I am sure that they will be of value to the readers of this blog if they can apply them to their own situations. Eckington School was different from most in the area. The local community believed that you would get a better education if you went there, as it was deemed a "specialist engineering college".

In truth, that meant little more than the fact that the school got over a million pounds extra from the government each year. The educational plan was little different from other schools, but rules were enforced more vigorously, and many of them were unnecessary. These were about power, not education. As a result, two classes of



people were formed: the conformists, and the rebels. There was no middle ground.

One of the Alumni, using Facebook, asked people who went to the school to explain what they had done with their lives, and what they had succeeded in accomplishing. Most of those who responded were in their 30s. One after another revealed that they ended up working as caretakers, in nightclubs, supermarkets, and many revealed that they filled the cliché of living with their parents. None of them were hugely successful. Most interesting of all was the fact that those who had spent the most time in college were also the most unsuccessful. This was especially the case for those who entered sixth form, which is a method through which people can voluntarily stay at Eckington for an additional two years to obtain their college A-Levels. You see, those people were the ones who enjoyed Eckington the most. They were the ultra-conformists that modern schools seek to mass-produce, and they were the ones that couldn't make it in the real world. None of these people seemed to see the pattern. In fact, they saw the solution as returning to college and being 'educated' further. Their problem is not a lack of education, but a lack of creativity, and an inability to independently think for themselves. They became so reliant upon others issuing them orders that the only one to obtain a stable job is in the military. There was one other who became a journalist, but she dropped out of school before she finished her exams. There is no coincidence here.

For nearly a century, societies have believed that higher education is necessary for success, but the opposite is true with the modern version of education. For instance, most of the high-tech companies were created by high school dropouts, who dreamt of doing something that nobody else had done. You won't find such inventive and pioneering attitudes in those who have been through school, college, and then university. Students are trained to only strive for self-limiting 'reachable goals'. For a lot of people out there, it is time to realize that creative, independent, free thought is more important than anything they can learn at any university.



PART THREE: VOCABULARY DEVELOPMENT

A. Expressions and idioms connected with education

Choose **A** or **B** according to the meaning of the words in bold.

1. He has been **burning the midnight oil** recently preparing for final exams.

A staying up late

B conserving energy

2. Sandra is a real **bookworm**.

A sloppy student

B avid reader

3. I just can't **suss out** this calculus problem

A solve

B explain

4. Sooner or later you'll have **to come to grips with** the fact that children have their own full inner life.

A admit

B debate

5. Michael is always **hanging on every teacher's word** whatever the subject.

A attracting teacher's attention

B following a teacher

6. Some adults are absolutely **unversed in** the subtleties of emotional language and expression.

A inexperienced in

B unaware of

7. Some teaching methods **win hands down over** computerized instruction.

A strongly influence

B easily defeat

8. He is just not **in the same league** as his fellow students.

A as good as

B on the same team

B. Commonly confused words

Choose the correct word to complete each sentence.

1. As an office **trainee** / **learner** / **novice**, she was expected to follow the lead of the more experienced secretaries.

2. Becoming a doctor requires a lengthy period of study followed by several years as a **junior** / **trainee** / **houseman**.

3. Students' performance will be judged by external **prefects** / **graders** / **assessors** to ensure objectivity.

4. He looks as if he lives on the streets, but in fact he's a respected **headmaster** / **don** / **dean** at Oxford University.



5. As a **travelling** / **visiting** / **touring** professor in Sociology, he spends much of his time abroad.

6. The **tester** / **marker** / **inspector** refused to correct the paper, claiming it was illegible.

7. The successful **applicant** / **entrant** / **finalist** will serve a three-month trial period before being offered a permanent position.

C. Phrasal verbs with COME and CALL

Fill in the gaps with an appropriate particle from the box, then explain the meaning of the completed phrasal verbs. The synonymous meanings of phrasal verbs are provided in brackets.

for off about across forward in for into

1. The police are asking witnesses to **come** _____ (to present oneself).

2. We didn't expect success to **come** _____ so easily (to happen).

3. The government **came** _____ a lot of criticism after the revelations (to be subject to).

4. She **came** _____ her grandmother's ring while looking for an old book in the attic (to find by chance).

5. After his uncle died, Bob **came** _____ a lot of money (to inherit).

6. Everyone agreed that the situation **called** _____ immediate measures (to require, to need).

7. The match was **called** _____ due to heavy rain (to cancel).



UNIT FIVE

THE CONSUMER SOCIETY WE LIVE IN

PART ONE: READING AND DISCUSSION

PRE-READING

DISCUSS THE FOLLOWING QUOTATIONS:

“It used to be that people needed products to survive. Now *products* need people to survive”

Nicholas Johnson (an American lawyer)

“Advertising is the art of convincing people to spend money they don’t have for something they don’t need”

Will Rogers (an American comedian)

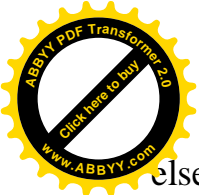
In buzz groups of three discuss how far you agree with the following statements. Share your views with other students. Be ready to dispute.

- One’s shopping habits reflect their temperament
- Advertising adversely affect human psychology
- Advertising is a form of art

READING

Read the following text about a new advertising campaign and its offer.

The first time it appeared it didn't seem possible: a poster promising new school equipment for those children who collected labels from the cans of a certain brand of baked beans. Since then a pox of advertising billboards has confirmed the gist of the soft-sell. It seems that things are now so bad in the aftermath of public sector spending cuts that a multi-national company was inviting us to eat our way to our children's education facilities. If the state no longer proposes to provide, perhaps God has disposed the commercial hearts of giant business to find a way of doing so and making money at the same time; but oddly the implications of this recent advertising campaign have attracted no comment. Apathy, or indeed gratitude makes it unremarkable that the breakdown of a social service has led private enterprise capitalists to mask the deficiencies of government-funded departments. Yet this is a marketing revolution. Gimmicks and give-aways have gone before, but the moral overtones of selling on the basis of making penny-pinched mothers aware that the more beans they buy, the better their children's school facilities will be, is something



else again. The baked beans company is not the only concern selling on the basis of helping family tight-spots in other ways. Take the chocolate ad on television, offering vouchers for rail tickets or lawnmowers if the kids eat enough bars. But the baked beans company is different in that it is actually plugging a hole in the state dam.

We are all used to supporting the lifeboats or guide dogs for the blind, but the need to help a full-blown department of a democratic state takes Robin Hood into the realms of Kafka. Recently there has been a shift in attitudes – or at least emphasis – among the multi-nationals themselves. They have begun to admit, rather than hide, how powerful they are as a social force. The trouble governments take just to have them build factories or set up shops in their countries demonstrates their political clout; now they are tending to set up departments within themselves, such as the 'Division for International Social Action' at General Motors, or Shell's recently formed committee to take care of social responsibility for the company. Conscience is beginning to make commercial sense. The baked beans poster campaign, though, raises questions which could shift marketing out of psychology and into domination. It has changed the accepted selling philosophy that you try to make people choose a particular brand or product by giving away a plastic submarine or a picture of a famous cricketer. This campaign – coming at a time when everyone is pressed for money as unemployment rises and the value of earnings evaporates in inflation – adds the element of guilt. If you do not spend the money, your child may be deprived at school; if you buy another brand of beans, which might be cheaper, will the school go without?

DISCUSSION POINTS

1. What were the circumstances which prompted the new advertisement?
2. How did the new advertisement differ from others of the kind?
3. What is, according to the author, the importance of the multinational companies for national economies?
4. How does the writer feel about the new development in advertising? Do you share such a feeling?
5. Could you possibly justify such a strategy of marketing behavior on the part of the company? Why? Why not?

EXPLORING IDEAS

1. Do you approve of advertisers, trying to persuade people, appealing to the most vulnerable aspects of people's life?



2. Must there be any limit to businesses' manipulation on people's conscience and behavior? Where does it lie?

3. What is your personal experience, if any, in coping with the pressure to consume?

PART TWO: READING FOR INFORMATION AND ANALYSIS

Outline the text in terms of its underlying messages. Air your personal view on them.

Consumer goods aren't created by the economy out of nothing. They come from the Earth, and when they are used up, they will be returned to the Earth as garbage and toxic waste. It takes energy to extract, process, manufacture, and transport products, while air, water, and soil are often polluted at many points in the life cycle of the product. In other words, what we consume has direct effects on nature.

And then there are social and spiritual costs. Allen Kanner and Mary Gomes write in *The All-Consuming Self*: "The purchase of a new product, especially a 'big ticket' item such as a car or computer, typically produces an immediate surge of pleasure and achievement and often confers status and recognition upon the owner. Yet as the novelty wears off, the emptiness threatens to return. The standard consumer solution is to focus on the next promising purchase."

Ultimately, it goes beyond pleasure or status; acquiring stuff becomes an unquenchable demand. Paul Wachtel writes in *The Poverty of Affluence*: "Having more and newer things each year has become not just something we want but something we need. The idea of more, ever-increasing wealth, has become the center of our identity and our security, and we are caught up by it as the addict is by his drugs."

Much of what we purchase is not essential for our survival or even basic human comfort but is based on impulse, novelty, a momentary desire. And there is a hidden price that we, nature, and future generations will pay for it too.

When consumption becomes the very reason economies exist, we never ask "how much is enough?", "why do we need all this stuff?", and "are we any happier?" Our personal consumer choices have ecological, social, and spiritual consequences. It is time to re-examine some of our deeply held notions that underlie our lifestyles.



PART THREE: VOCABULARY DEVELOPMENT

A. Expressions and idioms connected with consuming

Match A to B to make idioms, then use them to complete the sentences that follow. Explain the meaning of each.

A

cost an arm
tighten one's
foot the
earn one's
save for a
make
keep one's head
be one's
have a
go from rags

B

nest egg
to riches
ends meet
above water
belt
bread and butter
rainy day
and a leg
bill
meal ticket

1. When I was your age I was working twelve hours a day to
2. My new computer might have but as far as I'm concerned it was well worth it.
3. Andrew Carnegie, the poor immigrant, who became a millionaire, is a great example of someone who
4. In these days of rising costs, it's hard for a person with a family to
5. I know it's a blow that I got demoted, but if we we'll be fine.
6. My grandfather always advised me against spending all my wages. He always said, 'Better to'
7. We are barely managing to and you are out buying expensive clothes and makeup!
8. She's been saving money since she was a teenager. I can imagine she..... quite by now.
9. That wealthy businessman was definitely Sue's
Before she met him she was penniless.
10. You went out and put all those purchases on the credit card and now I



B. Commonly confused words

Choose the correct word for every sentence. Explain the difference between the variants in bold.

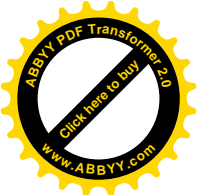
1. The company's plans to build a new factory in the area **produced** / **developed** / **raised** / **originated** a very strong reaction from the public.
2. The plans for the new shelter were abandoned because a **right** / **due** / **suitable** / **valid** location could not be found.
3. He is known to **order** / **run** / **control** / **handle** challenges at work with unique professionalism.
4. Maria's boss told her that personal items such as photographs should be **covered** / **packed** / **kept** / **held** out of sight.
5. There has been a dramatic **change** / **turn** / **switch** / **swing** in the public's attitude towards borrowing from banks.
6. The witness said that he heard two shots being **thrown** / **aimed** / **pulled** / **fired** before seeing two men running down the street.
7. Ted went to the police and handed in the money he'd found in the street; honest people like him are a **scarcity** / **unavailability** / **rarity** / **shortage** nowadays.
8. The board held the meeting to discuss the future **way** / **line** / **plan** / **direction** of the organization.
9. Vegetable fats, **though** / **yet** / **even** / **still** not as harmful as animals fats, can nevertheless result in gaining weight.
10. If you take regular exercise, your body **practises** / **serves** / **functions** / **exercises** more effectively.

C. Phrasal verbs with CALL and DRAW

Match the phrasal verbs with their meanings from the box.

A visit	D request	G write
B involve	E demand	H lengthen
C use	F cancel	

1. I hate to tell you this, Jane, but we are going to have to **call off** our shopping trip. I'm broke.
2. We are **calling upon** customers to report anybody that they see shoplifting from the store.
3. I don't know why I let you **draw me in on** this crazy get-rich-quick scheme.



4. He had to **draw on** all expertise in the business to come up with a catchy radio jingle for the campaign.

5. The actor **drew out** the last word of the slogan so it would make a lasting impression on the listening audience.

6. My solicitor is in the process of **drawing up** the deeds for the sale of the property.

7. I'll **call in on** my mother on the way home. I've got some shopping for her.

8. The public, who had been cheated out of their savings, angrily **called for** the bank manager's arrest.



UNIT SIX

TOURIST OR TRAVELLER?

PART ONE: READING AND DISCUSSION

PRE-READING

You are going to read an extract about one author's travelling preferences. Before reading, in buzz groups of about three, discuss:

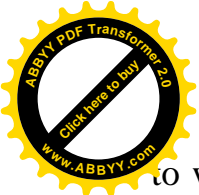
- a) What is the difference between a tourist and a traveller? Think particularly about the purpose of the journey in each case and the response of each to the country visited. (3-5 minutes) Report back to the class.
- b) How much do tourists really learn about the countries they visit? Give reasons.
- c) Can travel broaden the mind? How?
- d) What are the advantages/disadvantages of travelling: *a)* alone *b)* with a companion *c)* in a group with a guide?

READING

Read the following text to find out how the writer prefers to travel and why.

TRAVEL

Travel is at its best a solitary enterprise: to see, to examine, to assess, you have to be alone and unencumbered. Other people can mislead you; they crowd your meandering impressions with their own; if they are companionable they obstruct your view, and if they are boring they corrupt the silence with non-sequitur, shattering your concentration with 'Oh, look, it's raining', and 'You see a lot of trees here'. Travelling on your own can be terribly lonely (and it is not understood by Japanese who, coming across you smiling wistfully at an acre of Mexican buttercups tend to say things like 'Where is the rest of your team?'). I think of evening in the hotel room in the strange city. My diary has been brought up to date; I hanker for company; What do I do? I don't know anyone here, so I go out and walk and discover the three streets of the town and rather envy the strolling couples and the people with children. The museums and churches are closed, and toward midnight the streets are empty. If I am mugged I will have to apologize as politely as possible: 'I am sorry, sir, but I have nothing valuable on my person.' Is there a surer way of enraging a thief and driving him to violence? It is hard to see clearly or to think straight in the company of other people. Not only do I feel self-conscious, but the perceptions that are necessary



to writing are difficult to manage when someone close by is thinking out loud. I am diverted, but it is discovery, not diversion, that I seek. What is required is the lucidity of loneliness to capture that vision, which, however banal, seems in my private mood to be special and worthy of interest. There is something in feeling abject that quickens my mind and makes it intensely receptive to fugitive impressions. Later these impressions might be refuted or deleted, but they might also be verified and refined; and in any case I had the satisfaction of finishing the business alone. Travel is not a vacation, and it is often the opposite of a rest. 'Have a nice time,' people said to me at my send-off at South Station, Medford. It was not precisely what I had hoped for. I craved a little risk, some danger, an untoward event, a vivid discomfort, an experience of my own company, and in a modest way the romance of solitude. This I thought might be mine on that train to Limon.

DISCUSSION POINTS

1. Why, according to the writer, are travelling companions a disadvantage?
2. What has been assumed by the group of Japanese tourists?
3. What was the writer's main concern in the evening?
4. How does the writer regard his friends' farewell to him?
5. What do we gather from the passage about his main purpose in travelling?

EXPLORING IDEAS

1. Why do we witness the ever-growing numbers of tourists around the globe?
2. Sometimes camera lenses are described 'all-powerful'. Can you account for such a description?
3. What makes tourists stamp themselves against well-known and famous backgrounds? How much of the country they are in are people going to see?
4. Do you agree that travelling with a camera narrows the mind? Why? Why not?



PART TWO: READING FOR INFORMATION AND ANALYSIS

Read the text below and argue about pros and contras of eco-tourism

Eco-Tourism or Eco-Terrorism?

With all the hype surrounding eco-tourism it's refreshing to hear an alternative perspective that questions the validity of claims made on the behalf of ecotourism. The author Anita Pleumarom argues that ecotourism can be just as damaging as other forms of more traditional tourism.

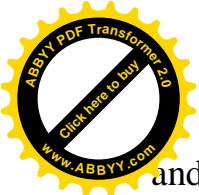
The trend towards eco-tourism holidays, presented as sustainable, nature-based and environmentally friendly, is now subject to considerable controversy. It is the tourism industry's fastest growing subsector, with an estimated world-wide annual growth of 10-15%. Governments as well as the tourism industry promote eco-tourism, with its claims of economic and social sensitivity. But there are well-founded concerns that it lacks adequate scientific foundations, and is not viable as a solution to the world's social and environmental problems.

Eco-tourism is an eco-facade.

Many eco-tourism claims concerning its benefits are exaggerated, or owe more to labelling and marketing than genuine sustainability. Not only are such projects repeatedly planned and carried out without local consent and support, but they often threaten local cultures, economies, and natural resource bases. Critics regard eco-tourism as an 'eco-facade': a tactic concealing the mainstream tourism industry's consumptive and exploitative practices by 'greening' it. Of particular concern is the side stepping of crucial questions in the promotion of eco-tourism, regarding the global economy and widening gap between North and South, particularly in Third World countries. Significant social and political issues such as the maldistribution of resources, inequalities in political representation and power, and the growth of unsustainable consumption patterns are marginalised or ignored.

Environmentally risky.

Eco-tourism may sound benign, but one of its most serious impacts is the expropriation of 'virgin' territories - national parks, wildlife parks and other wilderness areas - which are packaged for eco-tourists as the green option. Eco-tourism is highly consumer-centered, catering mostly to urbanised societies and the new middle-class 'alternative lifestyles'. Searching for 'untouched' places 'off the beaten track' of mass tourism, travellers have already opened up many new destinations. Mega-resorts, including luxury hotels, condominiums, shopping centres



and golf course, are increasingly established in nature reserves in the name of eco-tourism - in many cases protested as 'eco-terrorism'. Such projects build completely artificial landscapes, tending to irretrievably wipe out plant and wildlife species - even entire eco-systems.

PART THREE: VOCABULARY DEVELOPMENT

A. Expressions and idioms connected with travelling

Fill in the blanks in the sentences below with the correct word from the list to complete the expressions in bold.

air dealing tide handle the bend lengths boat a ride the boat ride

1. I'm convinced that the travel agent **took us for** _____ when he sold us those tickets at such an outrageous price.

2. I'm enjoying myself so much on this holiday. I'm **walking on** _____

3. Gill has been annoying me lately, and yesterday she was really **driving me round** _____

4. The hotel bill was more than I had expected, but I paid it without questioning it; I didn't want **to rock** _____.

5. My sister and I **were in the same** _____; Neither of us have the money to go on holiday.

6. The hotel staff **went to great** _____ to ensure that every customer is completely satisfied.

7. I still can't understand why the taxi driver **flew off the** _____ when I told him which route to take; he must have been upset about something.

8. You will only make things worse if you try and confront the problem now. Just **let things** _____.

9. It's not clear to me why the company chose to go into partnership with Smiley's travel agency. There must have been a lot of **wheeling and** _____ going on behind the scenes.

10. Running a business nowadays without using computers is really **swimming against the** _____.



B. Commonly confused words

Choose one suitable word to complete each sentence

1. He lost control of the car and it **slipped** / **slid** / **skidded** on the ice.
2. Please **fasten** / **tie** / **fix** your seatbelts when the seatbelt sign is on.
3. They usually make you **return** / **reverse** / **retract** round a corner when you take your driving test.
4. It's better to use the gears to **adjust** / **modify** / **shorten** speed than to use the brakes all the time.
5. When a dog ran across the road in front of him, Davis only just managed to **swing** / **veer** / **swerve** in time.

C. Phrasal verbs with RUN

Replace the phrases in italics below with the correct phrasal verb in the right form. Use the following particles:

into down off out of over across off with

1. The bus *collided with* the oncoming vehicle.
2. My neighbor is always *speaking badly of* her daughter-in-law.
3. The dog was *knocked down and injured* by a car.
4. I *met* my former teacher *by chance* at the shops yesterday.
5. His wife *deserted him* and left him to bring up the children alone.
6. Thieves *escaped with* jewelry worth millions of pounds.
7. We've used up the milk and now *there's none left*.
8. The designers *met* a lot of difficulties when they tried out the new racing car.



UNIT SEVEN

THE ART OF ENTERTAINMENT

PART ONE: READING AND DISCUSSION

PRE-READING

Brainstorm in small groups of three on the concept of art and its purpose.

How is art present in our everyday lives? What effect does it have?

In your notebooks write as many forms of art as you can think of. What is common for all of them? Can creativity and the ability to inspire be called indispensable elements of art? Why? Why not?

READING

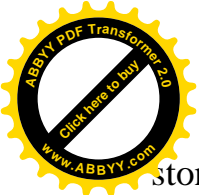
Read part of an interview with a manager of a famous theater and answer the questions that follow.

Interviewer: Today, we continue with the next segment in our series on famous entertainment spots. This afternoon we are travelling to America, to sunny California in fact, to talk about Grauman's Chinese Theatre. We're lucky to have in the studio, Jill James, manager of this illustrious theatre. Thanks for coming, Jill. Why don't we begin with a bit of historical background on the theatre.

Jill: That's as good a starting place as any. Well, Grauman's Chinese Theatre was opened over 70 years ago by legendary showman Sid Grauman, the man who also built the nearby Egyptian Theatre and the Million Dollar Theatre on Broadway. The theatre was renamed Mann's Chinese Theatre after it was purchased by Ted Mann, in 1973. But by any name, it's still the same grand landmark. The Chinese Theatre has been the site of more gala Hollywood movie premieres than any other theatre in the world. In 1939, for instance, over 10,000 spectators showed up for the world premiere of *The Wizard of Oz*. And back in the 1940's, Grauman's Chinese Theatre hosted the annual Academy Award ceremonies.

Interviewer: Why is it called the 'Chinese' Theatre?

Jill: Ah, that's because of its architectural design. Sid Grauman had a flair for the dramatic, and he was the one who came up with the idea for the unique oriental theme. The ornate exterior of the theatre is almost as enticing as its celebrated forecourt, which we'll talk about in a bit. Resembling a giant Chinese pagoda, the theatre's architecture features a huge dragon snaking its way across the front, two



stone lion-dogs guarding the main entrance, and the silhouettes of tiny dragons racing up and down the sides of the theatre's decorative copper roof.

Interviewer: Sounds wonderful. What could we expect to see inside the theatre?

Jill: As a matter of fact, you'd be in for quite a surprise. You might suspect that after seven decades, the theatre's interior would be dilapidated, like many of the other older theatres in L.A., but in fact the Chinese Theatre remains in surprisingly good condition. Its interior décor is a dazzling blur of exotic Asian motifs and the lobby boasts elaborate wall murals depicting life in the Orient and a colossal intricate Chinese chandelier. In the lobby's west wing is a glass case containing three wax figures wearing authentic Chinese costumes. Movie makers used to consider it good luck to come to the theatre and touch these wax figures before embarking on a new film project.

Interviewer: You are going to tell us a bit about the forecourt.

Jill: That's right. This renowned forecourt represents a virtual 'Who's Who' of Hollywood greats with its extensive display of footprints, handprints and autographs immortalized in the legendary cement. There have only been about 173 star prints made so far, and the remaining empty space in the courtyard is scarce – so the honour is now reserved solely for true Hollywood superstars.

Interviewer: Gosh, we are nearly out of time already. Any last words for our audience, Jill.

Jill: Yes, actually a bit of advice for those who visit the theatre in person. Near the forecourt you'll find that the tourist business, with all its inherent evils, is thriving. Beware of the booths set up hawking various guided bus tours of Hollywood and the movie stars' homes. More often than not, the tours are incredibly high priced and not worth half of what the guides are charging. Also, even though the outdoor courtyard is open 24 hours a day, be warned: Hollywood Boulevard can be a tough place at times, especially in the late hours. Use common sense, stick with a group, and come at a sensible hour.

Interviewer: I'll certainly bear that in mind.

DISCUSSION POINTS

1. What attracts vast audiences to Grauman's Chinese Theatre – its flamboyant exterior or legendary reputation?
2. Why does the interviewer call the theatre a 'famous entertainment spot'?
3. What tribute to Hollywood greats is paid in the forecourt of the theatre? Is it an appropriate way of being remembered and 'immortalised'?



4. What 'inherent evils' of the tourist business does Jill mention in the interview? Would you be ready to pay twice as much as it is worth to make a tour round Hollywood homes?

EXPLORING IDEAS

1. In what ways can involvement in art help children develop their personality?
2. Should schools place more emphasis on teaching art? How?
3. What form of art are teen-agers traditionally attracted to most of all? How could you account for that?
4. How important are the arts in your community? What are the traditional venues for the general public to enjoy it?
5. How can governments encourage people to enjoy the arts?

PART TWO: READING FOR INFORMATION AND ANALYSIS

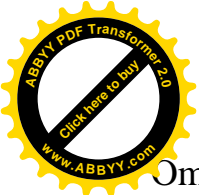
Summarise the text below in terms of interrelation of art and the existing world social order.

The re-emergence of abstract art: Abstraction returns to the art scene

It's well over a decade since figurative painting burst back onto the art scene - sidelining, in the process, a tentative resurgence in abstract art following its plummeting visibility in the '80s and early '90s. Despite high-profile advocates such as Mark Grotjahn, Beatriz Milhazes, Sarah Morris or Anselm Reyle, the opening years of the 21st Century generally marked an even lower point in its fortunes. Now, however, a new generation of artists seems increasingly inspired by the non-representational, with collectors and curators following suit in a re-appraisal of its merits.

It's a fascinating re-emergence that not only serves, like all trends, to displace the overly-familiar, but also appears to answer deeper cultural concerns. Simultaneously encompassing many of the most characteristic historical forms of abstraction, it's underpinned by telling geographical differences. For much of Europe, an emphasis on involved painterly practice appears to remain more or less constant, with high value placed on immediacy and expression.

This seems particularly marked in the UK, where many of its new and emerging abstract artists espouse a painterly idiom and palette derived at least in part from the first flowerings of modernism, such as the orphism of Robert and Sonia Delauney, early cubist experiments, or the home-grown productions of the Bloomsbury Group and



Omega workshop. In Germany, modernist influence is likewise a conspicuous aspect of new abstraction, but here the emphasis falls on geometric forms such as suprematism, constructivism and the aesthetics (even ethos) of the Bauhaus.

Perhaps most significantly, however, present-day social and political realities are uncannily reminiscent of those of the modernist era. Global financial crisis, ever-present threats to security, accelerated developments in science and technology and a widening division between rich and poor contribute to the recognition of a fundamentally altered world order, particularly with regard to the new political teleologies that fast-emerging super-economies have already begun to establish. All of these issues informed the original modernist agenda which, while vacillating between optimism and despair, was nevertheless convinced of the supremacy of art and its ability to make sense of a rapidly changing world. Given the specific relation of modernism to the European cultural psyche, it's perhaps unsurprising that for US artists, post-war abstraction seems to provide more relevant aesthetic models.

Certainly curious, however, is the tendency to bypass the quintessentially American nature of abstract expressionism for later, though certainly related, abstract movements such as minimalism and hard-edge painting. As usual, our round-up of some of the best contemporary abstract art is miscellaneous in nature, featuring well-known practitioners alongside emerging artists as well as virtual unknowns. But the point is to show how all bring different approaches to the theme of abstraction - breathing new life, in the process, into a genre that's stealthily reclaiming its place in the limelight.

PART THREE: VOCABULARY DEVELOPMENT

A. Expressions and idioms connected with art

Fill the gaps with the correct form of the words / phrases listed below. Then, explain the idioms.

jump on
face

play second
strike

read
follow

bring
walk

wait in
put you in

1. It's much better to admit that you made a mistake and _____ **the music**.

2. It's like _____ **a tightrope** at the moment; one mistake and the festival could be cancelled.

3. Our town was the first to build a multi-cultural centre, but now other towns are _____ **the bandwagon**.



4. Her loud orange dress and angry expression _____ the **wrong note** at the gallery opening.
5. The report doesn't state it exactly, but _____ **between the lines**, I'd say the journalist doesn't believe the Mayor.
6. The theatre manager cannot afford to look weak right now; he knows there are other people _____ **the wings** to take his place.
7. Brian wants the leading role. He is not interested in _____ **fiddle** to anyone.
8. After being published every week for the last century, the owners are finally _____ **the curtain down** on the local arts magazine.
9. Before the rehearsal starts, let me _____ **the picture** about what he has been up to now.
10. Mathew was a very good director; his successor will find him **a hard act** _____.

B. Commonly confused words

Choose one suitable word to complete each sentence. Explain the difference between the variants in bold.

1. That **portrait** / **frame** / **portrayal** hanging over the mantelpiece dates back to the 18th century
2. The local radio station confirmed that the band was coming but didn't reveal the **venue** / **setting** / **site** they would be playing at.
3. As you can see many tapestries of the age use a war **theme** / **plot** / **narrative**.
4. Would those in the **front lines** / **home front** / **front row** please be seated, as you are blocking the view of those behind you.
5. He was overcome by **stage fright** / **cold feet** / **writer's block** when he learned that his overbearing father was in the theatre.

C. Phrasal verbs with LOOK and MAKE

Fill in the gaps with an appropriate particle from the box, then explain the meaning of the completed phrasal verbs. The synonymous meanings of phrasal verbs are provided in brackets.

back out for to upon for of out up up of



1. Parents **look** _____ film stars to provide suitable role models for their children (**to expect from smb.**)
2. Like many budding actresses she left her home town and **made** _____ Hollywood (**to go in the direction of**).
3. Some people **look** _____ the theatre as an old-fashioned form of entertainment (**to consider**).
4. What did you **make** _____ that film you saw the other night? Did you like it? (**to have an opinion on**)
5. I had problems **making** _____ what the actors were wearing from where I was sitting (**to discern**).
6. You have to **look** _____ yourself in the harsh world of show business (**to protect**).
7. I forgot his birthday so I **made** it _____ to him by taking him to the opera (**to compensate**).
8. **Looking** _____, I have never regretted becoming an actor (**to think about the past**).
9. The orchestra is **made** _____ of several different sections (**to consist of**).
10. He **makes himself** _____ to look like a clown before each performance (**to apply cosmetics**).



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ВИСЛОВИ СВОЮ ДУМКУ = SPEAK UP

Методичні рекомендації

з розвитку навичок усного мовлення для студентів старших курсів
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